

URBAN
MUNICIPAL

CA3 ON HW W26
A33E
2000

AGENDAS/MINUTES
EDUCATION COMMITTEE
HAMILTON-WENTWORTH DISTRICT
SCHOOL BOARD
SEPT. 7, 2000 ...

CAB ON HW 226
A33E
2000

EDUCATION COMMITTEE
Thursday, September 7, 2000

6:00 p.m.

A G E N D A

6:00 p.m.

[please note the time]

1. Call to Order
2. Approval of the Minutes of June 1 & June 20, 2000
3. Business Arising from the Minutes
4. Approval of Agenda

URBAN MUNICIPAL

SEP 15 2000

J. Bishop

ACTION ITEMS:

GOVERNMENT DOCUMENTS

5. "Our Kids Can Vote" Proposal
6. Update on I.S.A. Funding
7. Progressive Discipline Policy Resource Manual
8. Ontario Curriculum Year-end Report 1999-2000
9. Update on the Secondary School Reform Steering Committee
10. Board Referral: Letter from PSSP re professional support services for students
11. Request for information on Speech and Language Classes
12. Request for Report on the Summer Skills Pilot
13. Request for a Proposal for a Cycle for Curriculum Review
14. Staffing Report - Full Time Equivalent Positions
[will be delivered to trustees prior to the meeting]
15. Trustee representatives
 - (a) Central Review Committee for Selection of Learning Resources
 - (b) Secondary School Reform Steering Committee

M. Matier
M. Botting
N. Campbell
K. Croxall
E. Bond

J. Bishop
J. Bishop
J. Bishop
D. Grant

K. Croxall
E. Bond

CORRESPONDENCE:

16. J. Powell-Fralick re storefront display at the annual Parent Conference
17. London District Catholic School Board re conference in April, 2001
18. PATH Employment Services re scholarships for students with disabilities

DISTRIBUTION:

Nil.

19. Public Questions for Clarification

Future Meetings:

Business Committee	September 14, 2000	7:00 p.m.
Board	September 21, 2000	8:00 p.m.
Special Education Advisory Committee	September 27, 2000	7:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE

JUNE 1, 2000

Those present: Judith Bishop (Chair), Heather Bullock, Janice Dewar, Wes Hicks, Eleanor Johnstone, Ray Mulholland, Lillian Orban, Joseph Rogers, Bruce Wallace and Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and K. Waters (Superintendent of Education – Secondary West).

Also in attendance: D. Russon, Manager of Human Resources

The Chair called the meeting to order at 6:09 p.m.

2. Approval of the Minutes of May 4 and 18, 2000

It was moved by J. Rogers: That the minutes of May 4 and 18, 2000 be approved.
CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Added Items:

- Elementary Administration Deployment/Allocation for 2000-2001
- Letter from J. Deven re Alternative Education Program

Attention was drawn to the lay-down additional information.

It was moved by R. Mulholland: That the agenda be approved, as amended.
CARRIED.

ACTION ITEMS:

5. Review of Hearing Impaired Special Classes

M. Botting gave an overview and then introduced Melda Wales, Itinerant Teacher for Deaf/Hard of Hearing, who reviewed the details of the report.

Referring to the short-term recommendations (Executive Summary, Page 5-3) relative to improving acoustic conditions in the schools for deaf and hard of hearing students,

It was moved by L. Orban: That the Board:

- (a) proceed with the improvements to acoustic conditions at Queensdale School at an estimated cost of \$21,600;
- (b) engage the services of an acoustic consultant to participate with the architect in the design of new schools.

M. Botting recalled that Dr. K. Walker's presentation involved very complex discussion about reverberation. She believed that administration has been able to address the larger issues to date, particularly the necessary variables in looking at an appropriate/optimum location for this program (reference: Page 5-6). M. Botting noted further that the teachers for Deaf and Hard of Hearing programming would be prepared to work with acoustical experts in reviewing the required improvements in these schools.

D. O'Connor, Manager of Building, Renewal and Construction, spoke about the inspection/review of Queensdale and Pleasant Valley Schools by C. Edwards, Director of Auditory Management Services. He also indicated that Dr. M. Barwin, Acoustic Consultant, has also been contacted. D. O'Connor noted the following:

- ⇒ The review confirmed the acoustical issues at Pleasant Valley School; it is anticipated that some improvements would be done to correct the problems.
- ⇒ Based on the review findings that carpeting has not been quite effective in noise reduction at Queensdale School, it would be recommended that no further carpeting work be done at this time. A pilot study is planned for the school relative to acoustic ceiling replacement and fiberglass paneling at reasonable cost.

When members were advised that the report has not gone to Executive Council, W. Hicks voiced his concerns particularly with the issue involving considerable financial implications. He signified his wish to refer the report to the officials for their review.

L. Orban was permitted to withdraw her motion.

**It was moved by W. Hicks: That the Report, "Review of Hearing Impaired Special Classes" be referred to administration for review.
CARRIED.**

On behalf of the members, the Chair expressed appreciation for the presentation. She likewise voiced her gratitude for the concern and offer of assistance from Dr. K. Walker on this issue.

6. Update on: ESL/ELD and NSL Staffing and Program Delivery; The Antiracism and Ethnocultural Equity Policy

C. Reid introduced G. Belisario, Special Assignment Teacher, who reviewed the ESL/ELD and NSL staffing and program delivery. He then apprised the members on the progress of the steering committee relative to the draft Antiracism and Ethnocultural Equity Policy.

It was moved by J. Dewar: That the Update on: ESL/ELD and NSL Staffing and Program Delivery, and The Antiracism and Ethnocultural Equity Policy be received for information.

L. Orban asked that the former City Board's racial and varied cultural initiatives (e.g. Black History Month, foreign exchange programs, etc.) be acknowledged and referenced to somewhere in the new policy.

In reply to J. Bishop's concerns, C. Reid assured the members that the focus will be towards addressing the needs of the ESL student population. He noted further that the new program delivery model will facilitate reassessing the needs of these students and ensure that they receive appropriate support/resources.

Responding to a further question from J. Bishop, C. Reid advised that hiring for ESL teachers has been challenging as this field has become competitive in terms of getting qualified applicants. K. Bain clarified that the removal of 0.5 FTE NSL teacher at Queen Mary was due to the decreasing number of NSL students.

Although ESL teachers will be looking after the ESL students, C. Reid pointed out to L. Orban that there are students with learning disabilities within the ESL population. The learning resource teachers will deal with special needs students; however, there may be "crossover" in terms of the ESL and LRT teachers in some areas.

To the motion, **CARRIED**.

7. Compensatory Education (Learning Opportunities Plan)

W. Joudrie reviewed the report, drawing attention to Page 7-2 which reflected Executive Council's preference to pilot the draft policy for one year prior to its formal approval in order to address outstanding issues outlined in the report.

It was moved by E. Johnstone: That the draft Compensatory Education (Learning Opportunities Plan) Policy be forwarded to the Joint Advisory Committee for information and that this draft policy be piloted for one year prior to formal approval.

R. Mulholland would like to see this policy address the staffing complement for compensatory education programming.

W. Joudrie confirmed for L. Orban that parental involvement has always been encouraged for this program, i.e. share, support and learn with their children and this could enhance student performance.

To the motion, **CARRIED**.

The Chair expressed appreciation for the comprehensive report and the efforts expended by the members of the Compensatory Education Review Committee.

8. Literacy Guidelines (2000)

K. Croxall reviewed the report, noting this document is not a finished product but a work in progress. She then introduced K. Sanford, Ontario Curriculum Consultant, and C. Kidd, Program Research Analyst, who reviewed the report and assisted in responding to the members' questions.

The members received the following clarifications:

- ⇒ The intent of the report was to obtain Board approval for the literacy guidelines relative to the Junior Kindergarten to Grade 3 levels.
- ⇒ The guidelines are focused on reviewing and determining the appropriate programming which will support student needs, e.g. intervention programs to improve student performance.
- ⇒ The Writing to Read program will require closer review/analysis; there has been no intent to eliminate or change any program at this time.

It was moved by B. Wallace: That The Hamilton-Wentworth District School Board approve the Literacy Guidelines (2000) for Junior Kindergarten to Grade 3.

To the motion, **CARRIED**.

9. Learning Resource Teachers – Role Description and Allocation

M. Botting presented the report.

It was moved by B. Wallace: That the Memorandum “Learning Resource Teachers – Role Description and Allocation” be received for information.

When L. Orban voiced her concerns regarding the LRTs spending so much time on paperwork in the schools, M. Botting apprised members about the development of an electronic and more user friendly format for the Individual Education Plan (IEP).

Responding to J. Bishop, M. Botting acknowledged the need to dedicate staff to the original work responsibility intended for them. She affirmed that a closer review of the role description for elementary and secondary teaching staff should be done, including the overlapping of responsibilities among ESL and LRT teachers in some schools.

Acknowledging the importance of role description for staff, B. Wallace felt that teamwork should likewise be encouraged in the schools to facilitate service delivery to the students.

To the motion, **CARRIED.**

10. Adult-Based Continuing Education and Training Corporation (ABC etc...) Annual Audited Financial Statements

E. Bond introduced C. Weland, a partner of Taylor Leibow Chartered Accountants, who reviewed the salient details of the report.

It was moved by H. Bullock: That the Audited Financial Statements as of March 31, 2000 of the Adult Based Continuing Education and Training Corporation (ABC etc...) be received for information.

Given that the report dealt with financial information, L. Orban said this should have been considered at the Business Committee, hoping future reporting will be channeled to the appropriate committee accordingly.

In reply to J. Bishop's questions, C. Weland explained that the facilities expense covered the facility usage (Red Hill and Binkley Schools) and secretarial expenditures.

Concerns were expressed that the Year 2000 expenditures have considerably increased, particularly the facilities, wage/benefits and staff development expenses.

Believing that the audited financial statements were prepared in accordance to Board policy and accepted auditing standards, B. Wallace reminded members that the motion on the floor was to receive the report for information. He questioned the need for extensive discussion on what the Board should do with the figures in these statements.

E. Bond advised of the upcoming annual general meeting of ABC Corporation, noting that another report may be presented to the Board in September 2000.

To the motion, **CARRIED.**

11. Accommodation of Personnel Policy

N. Campbell reviewed the report, noting the changes from the Joint Advisory Committee.

**It was moved by L. Orban: That the Accommodation of Personnel Policy be approved.
CARRIED.**

12. Progressive Discipline Policy

In presenting the report, N. Campbell noted that the new Child and Family Act and other related regulations will have an impact on this policy. With its completion by the end of August, it is anticipated that a clear and consistent policy will be in place for September followed by staff in-service.

Responding to J. Bishop's query, N. Campbell confirmed that the draft Resource Manual, which is a part of the policy, will be reviewed by the Joint Advisory Committee at its June meeting. Stating she could provide copies of the draft Resource Manual in trustees' lockers, N. Campbell indicated further that the final version will be finished by August and then presented to the Board for approval. She also noted that a couple of outstanding pieces of legislation will be incorporated with this manual.

N. Campbell confirmed for W. Hicks that there was collaboration from all employee groups/unions during the development of this policy. D. Russon advised of input from the unions to the policy, review of resource manual and appropriate documentation/communication for employees, e.g. verbal/written warning.

Referring to the JAC minutes, B. Wallace expressed his agreement to the comments from the members regarding this policy.

It was moved by L. Orban: That the Progressive Discipline Policy be approved.

R. Mulholland reminded members that all Board policies will have significant impact on collective agreements, emphasizing that the Board should continue to recognize and respect these agreements.

To the motion, **CARRIED UNANIMOUSLY.**

13. Ontario Youth Apprenticeship Program (OYAP) Report

K. Waters presented the report..

It was moved by J. Dewar: That The Hamilton-Wentworth District School Board receive the Ontario Youth Apprenticeship report for information.

On behalf of the members, the Chair expressed appreciation for this exciting programming.

To the motion, **CARRIED.**

14. Verbal Update re Jason Project

P. Gillie advised that she and K. Croxall reviewed the process for this project, noting a two-hour session last May with the Jason Project representatives along with the Board's Ontario Curriculum consultants. The review revealed that the resources provided by this project are basically similar to the Board's existing curriculum materials. The cost implication is a \$50 training fee. P. Gillie indicated that it was relayed to the project co-ordinators that our board will be prepared to share readily available resources, noting information sharing to be the best and cost-efficient involvement with the project at this time.

Responding to J. Bishop's question, P. Gillie explained that if a teacher wants to participate in the project, the classroom teacher would have to start the initiative and travel to Michigan.

It was moved by R. Woodworth: That the verbal update re Jason Project be received for information.

CARRIED.

15. Staffing Report – Full-Time Equivalent Positions

In reply to queries, D. Russon offered the following clarifications:

Staff on Loan (recoverable) Line

- ⇒ At least one staff is recoverable.
- ⇒ Adult Education staffing complement is combined in this line – 4.87 represents the Principal of Adult and Continuing Education and secretarial staff.

Continuing Education Line

- ⇒ This includes Board employees but not those on secondment. It was confirmed that the Principal of Adult and Continuing Education and the two teaching staff complement were reflected in the preceding ABC Corporation's Annual Audit Report.
- ⇒ English as a Second Language (ESL) instructors are casual Board employees (paid by the hour) and not reflected in this report. They are shown in another report in the Budget book.
- ⇒ Adult and Continuing Education staff are basically office staff on permanent appointment.

It was moved by L. Orban: That the Staffing Report – Full-Time Equivalent Positions be received for information.

CARRIED.

15(a). Elementary Administration Deployment/Allocation for 2000-2001

K. Bain reviewed the report, drawing attention to the initiatives around this area and the criteria developed in determining the need for administrative support in a school.

Emphasizing that Ministry funding is based on student enrolment, K. Bain conceded that allocating administrative staff in the schools has been a difficult task. With this prescribed model, it will be necessary to "spread/stretch" deployment across the district for the elementary panel.

R. Woodworth received confirmation that the 2000-2001 allocation/deployment could decrease the Vice-Principal complement by two.

J. Bishop was hopeful that objective criteria would prevail, particularly in considering the "high needs" schools. Expressing her discomfort with the proposed criteria and observing that a number of schools are not getting enough support, she recalled that the former City Board had used other measures, community partnerships and parental input in the administration deployment/allocation process for the schools.

It was moved by H. Bullock: That the Report re Elementary Administration Deployment/Allocation for 2000-2001 be received for information.

CARRIED.

Trustees Johnstone and Mulholland requested that they be recorded as opposed to the motion.

CORRESPONDENCE:

16. Letter from B. Ridley re Potential Closure of Parkview and Mountain Secondary Schools

The Director agreed that a response was appropriate, suggesting that he and the Chair of the Board should respond to concerns relating to the school closure issue.

Recalling the discussion during the presentation of the Report regarding Vocational Education Programming, E. Johnstone noted the focus then was accommodation renewal, particularly in terms of where this program should be, i.e. not discontinuing the program but finding an appropriate central location.

It was moved by R. Woodworth: That the Board send a response letter to B. Ridley to clarify the concerns raised in her correspondence.

The Director felt that a recent news article may have created some confusion. He reiterated that the program is continuing and our board's focus is where this program will be accommodated in the future.

R. Mulholland suggested the Board's response should address the concerns outlined in the letter, highlighting the tentative nature of the report and that the issues around this programming will be considered by the School Closure Review Committee.

To the motion, **CARRIED.**

17. Letter from The Hospital for Sick Children re Application for Figurative Language Development Research Project in The Hamilton-Wentworth District School Board

It was moved by R. Woodworth: That the letter from The Hospital for Sick Children re Application for Figurative Language Development Research Project in The Hamilton-Wentworth District School Board be referred to administration.

CARRIED.

17(a). Letter from J. Deven re Alternative Education Program

Noting this correspondence focused on concerns relating to educational assistant allocation for the Alternative Education Program,

It was moved by R. Woodworth: That the letter from J. Deven re the T.R.Y. Program – "Taking Responsibility for Yourself" at Waterdown District High School be received and filed.

CARRIED.

DISTRIBUTION:

Nil.

18. Public Questions for Clarification

Responding to a public question, P. Gillie advised that funds will be available within the Professional Development budget of a school to cover the \$50 training fee (including mileage) for classroom teachers participating in the Jason Project.

Adjournment

It was moved by R. Woodworth: That the meeting be adjourned, this being done at 8:44 p.m.

CARRIED.

MINUTES OF THE SPECIAL MEETING OF THE EDUCATION COMMITTEE

JUNE 20, 2000

Those present: Judith Bishop (Chair), Janice Dewar, Wes Hicks, Eleanor Johnstone, Ray Mulholland, Lillian Orban, Laura Peddle, Joseph Rogers, Bruce Wallace and Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education – City East), C. Reid (Superintendent of Education – City West) and K. Waters (Superintendent of Education – Secondary West).

The Chair called the meeting to order at 6:08 p.m.

2. Approval of Agenda

It was moved by L. Orban: That the agenda be approved.
CARRIED.

ACTION ITEMS:

3. Report of the Special Education Advisory Committee

J. Bishop drew attention to the amendments to the Board's 1999 Special Education Plan which received approval at SEAC.

It was moved by R. Woodworth: That the following Report of the Special Education Advisory Committee be approved:

Amendments to the Special Education Plan

It was moved by D. Marshall: That the Amendments to The Hamilton-Wentworth District School Board's 1999 Special Education Plan be approved for submission to the Ministry of Education.
CARRIED.

4. Draft Compensatory Education Policy

The Chair noted the slight modification suggested by the Joint Advisory Committee.

It was moved by R. Woodworth: That the draft Compensatory Education (Learning Opportunities Plan) Policy be piloted for the 2000-2001 school year.
CARRIED.

Adjournment

It was moved by R. Woodworth: That the meeting be adjourned, this being done at 6:09 p.m.
CARRIED.

ACTION ITEMS

EDUCATION COMMITTEE
2000 09 07

#5

2000 09 07

To: The Trustees

From: Merv Matier, Director of Education and Secretary

Re: "Our Kids Can Vote" Proposal

RECOMMENDED ACTION:

It was moved by _____, seconded by _____: That the schools of The Hamilton-Wentworth District School Board participate, on a voluntary basis, in the proposed "Our Kids Can Vote" project during the 2000 Municipal Election.

Background:

The concept behind "Our Kids Can Vote" is similar to the "Kids Vote" program which is common in various parts of the United States. The American program was developed by a non-profit organization that came into effect because of growing voter apathy. The objectives of the program were to:

- create an informed electorate
- increase adult voter turnout
- develop lifetime voting habits in youth

The success of the program has been proven by increasing the adult voter turnout an average 5-10%.

The "Our Kids Can Vote" project is being launched within the Greater Toronto Area this fall, with support from the Learning Partnership.

The Learning Partnership is well known for pioneering the "Take your Kids to Work" and "We CAN Invent" programs which are growing in support and popularity throughout Canada. The Learning Partnership brings together educators, businesses and community leaders with a goal to foster interaction and co-operation in an effort to strengthen publicly funded education.

Through exploratory meetings, the Learning Partnership has determined that there is support among educators and municipal clerks within the GTA for the Our Kids Can Vote project. The Ontario Teachers' Federation is currently developing the curriculum for the Learning Partnership with a planned rollout later this summer to the Boards within the GTA. The curriculum will be written for grades 4 through 10 and teacher training and support materials will be provided in early September. Staff understands that the Provincial curriculum also contains a requirement

for civics instructions in certain grades. The Our Kids Can Vote initiative is a practical component that will supplement the current curriculum.

The City's responsibility would focus on providing students from grades 4 through 10 with the opportunity of attending the voting locations with their parents and voting in the upcoming municipal election. Staffing the Our Kids Can Vote initiative would come from our local high schools. In 1999, the province added a require that every student beginning secondary school must complete a minimum of forty hours of community involvement. We are confident that we will be able to recruit a sufficient number of students to administer the voting process and the subsequent ballot counting. It is our objective to focus the Our Kids Can Vote initiative to the two days of advanced voting, November 1st and 4th. However, the actual vote counting would take place on November 13th, 2000, the actual date of the municipal election.

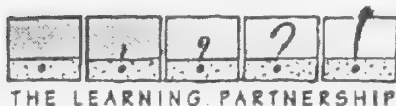
The production of the actual Our Kids Can Vote ballots would rest with the City. The exact ballot for the student voting has yet to be determined. During preliminary discussions, municipal clerks and the Learning Partnership were focusing on the potential of listing actual local issues/questions on the ballot which would provide more opportunity for classroom discussion and the prospect of following the progress of those issues during the school term. The issues or questions selected should have some relevance to the students and be of interest to the community. A final determination on the ballot style and content would rest with the Clerk in consultation with the Directors of Education for the respective School Boards in the area. The ballots will be distinct from the regular municipal ballots to ensure separate processing. The student ballots would be deposited into distinctive Our Kids Can Vote ballot box and manually counted by students on the actual day of the municipal election.

The communication plan will be a joint effort with both the Learning Partnership, the Board of Education and the local municipality. A general launch of the program will occur with the start of the new school year in September with public service announcements and similar initiatives. The communication of the local municipal voting initiative will rest with the City. The City will provide our voters with the details of the program through the Voter Information Notices. In addition, details of the program will also appear on the City's Election Web Site. The City also will pursue advertising opportunities in our update column as well as in other local newspapers. The City will also be providing information flyers to the schools for distribution to students explaining the initiative and the dates for students to participate in the voting process.

Summary:

The Our Kids Can Vote program offers an exciting opportunity to engage a broader segment of our community in the municipal election process. We anticipate that students will develop an increased awareness/knowledge of functions of local government and gain an appreciation for participatory democracy and the importance of voting. As a community, we stand to gain through the development of lifelong voting habits in our youth (our future electors). In addition, the community will benefit from increased adult voter turnout. Higher levels of participation should lead to better-informed citizens. Finally this program will build stronger community links between our schools, the city, our youth and potential partners (e.g. service clubs).

5-2



OKCV Home

Our Kids Can Vote -Canada

The Hamilton Spectator Article

PROJECTS BEING DEVELOPED BY THE LEARNING PARTNERSHIP

The purpose of this project is to increase the participation rate of eligible voters for the year 2000 municipal election, and in other elections thereafter. It is also intended to increase students' knowledge of the democratic process as well as to safeguard the democracy so valued in our society. A youth voting program can establish an informed electorate, increase adult-voter turnout, empower our youth through decision-making skills, and cultivate a lifetime of voting tendencies in youth. Modeled on the voting process in Costa Rica, "Kids Voting USA" was introduced in Phoenix, Arizona in 1988 in attempt to overcome voter apathy in municipal elections.



There are over 900,000 students in the publicly-funded school across the Greater Toronto Area. Our Kids Can Vote Canada will empower our youth through the development of skills learned during the process, and clearly have a positive impact on adult-voter turnout today and in the future.

Beginning in September 2000 teachers will gradually integrate the curriculum on the democratic process in Grades 4 to 10. The current American model will serve as a guide to create curriculum appropriate for Canadian use. The Ontario Teachers' Federation will provide the services of curriculum development in conjunction with members of the committee to ensure that it meets provincial guidelines. The curriculum will include activities and assignments that are age appropriate, and the culmination of the lessons will be in November when the election occurs. Each student will be encouraged to cast his or her ballot at a special polling booth set up in each polling station. These votes will be collected after the election and tabulated and reported independent of eligible votes. Teachers will receive feedback and show students how their votes compared to the adult-eligible voter results.



Participants in Our Kids Can Vote - Canada

BURLINGTON
Ontario



TORONTO

Richmond Hill

Newmarket



info@tlp.on.ca

Transition Board Members:

- Marvin G. Ryder, MBA, Chair
- Ollie Thomson, Vice-Chair
- William McMillan (Mac) Carson
- Kathy Dinneen
- Colin T. Millar
- Darlyne Mills
- Don Ross

July 24, 2000

Mr. Merv Matier
Director, Hamilton and District School Board
100 Main Street West
Hamilton, ON L8N 3L1

OFFICE OF THE

JUL 26 2000

DIRECTOR OF EDUCATION

Dear Mr. Matier:

Thank you for meeting with Ollie Thompson and our staff on June 12 to discuss the possibility of having links between the new City of Hamilton, the transition process and your school board. I think we agree that students play an integral part in our community and that it's important to engage them in not just building a sense of community but also in increasing awareness of municipal government.

Our staff has met with Jennifer George to begin discussions around links to the elementary curriculum. Since that time, staff have learned about an exciting new program that has been spearheaded by the Learning Partnership in the GTA, and one that four municipalities (Burlington, Toronto, Richmond Hill and Newmarket) are involved with for this coming school year. The program is called "**Our Kids Can Vote**".

This is a Canadian version of an American program that has been running for several years. The goals of the "Our Kids Can Vote" program include: educating students about municipal government, how to get their voice and issues heard/represented, how the election process works and how to find out about issues affecting them.

The Learning Partnership is a non-profit group that has brought together educators, business and politicians. It is the organization that leads the "Take Your Kids to Work" program. The Learning Partnership is working with the Ontario Teachers Federation to write curriculum for Grades 4-10 (with the exception of Grade 9) that will align with the Ontario Curriculum, and be ready for implementation this fall. The curriculum documents are anticipated to be ready by mid-August.

Our staff has spoken with the Learning Partnership as well as the City of Burlington about the program and believes that it would be an ideal fit for how we would like to engage students here in the new City of Hamilton. The City of Burlington is working with its Boards of Education on a dynamic program that will see students participate in a mock election around the November municipal election. This process will have the students do advance preparation that will include: selecting issues for the ballot, staffing the student polling stations with Grade 9 and 10 students (who will count these hours toward their community service hours) and following the issues in the media and in candidates' election materials.

We would appreciate the opportunity to discuss this program further with you at your earliest convenience. We would like to implement a program similar to the one being planned in Burlington. We recognize that time is limited, but believe that by involving local partners, including your consultants, and perhaps the Industry Education Council and the Hamilton Spectator, we can implement a great program.

In addition to this program, we would also like to develop an educational tool about the new City of Hamilton for students in grades up to Grade 4. Our preliminary thoughts involve developing a colouring book - with new city landmarks - which we would produce and would like for your board to distribute.

I will call you in the next week to set up a meeting.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Marvin Ryder', written in a cursive style.

Marvin Ryder, Chair

Transition Board for the new City of Hamilton

6

Approved for distribution
by the Director.

Signature: _____

Date: _____

MEMORANDUM

TO: Merv Matier, Director

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2000 09 07

RE: Update on Intensive Supportive Amount (I.S.A.) Funding

Recommended Action:

Moved by _____ that the Report, "Update on Intensive Supportive Amount (I.S.A.) Funding" be received for information.

On Monday, August 28, 2000 our Board received documentation (attached) indicating the level of I.S.A. #2 and #3 funding our Board would receive for the 2000-2001 school year. The Ministry has also indicated in its covering memo that more detailed information regarding specific I.S.A. claims with their validation will be forthcoming in the next few weeks.

This funding is good news in many respects. First, our Board will receive an additional \$1.4 million. Second, our approval rate has increased by 20% to 77% averaged over all claims. Third, this affirms the excellent work completed by the staff in the schools in conjunction with the support staff.

Once we have received the detailed information there are a number of tasks to occur. We need to review both valid and invalid claims to determine areas of strength and weakness. We need to identify patterns in the claim submissions to develop factors for success. We also must make generalizations to determine the areas to be reinforced for the coming school year's claim process. We hope to receive the Ministry's final report and complete the above tasks in time for the October Education Committee.

The October I.S.A. Report will outline the process used this past year, an accounting of the hours expended by staff and summarized feedback from school and support staff regarding the process. The Report will include recommendations for the 2000-2001 I.S.A. claim process.

Elementary/Secondary Business and Finance Division
22nd Floor, Mowat Block
Tel. No. (416) 325-6127 Fax. (416) 327-1182

2000:B17

MEMORANDUM TO: Directors of Education

FROM: Norbert Hartmann

DATE: August 24, 2000

SUBJECT: ISA Funding and Results for 2000-01

RECEIVED
AUG 28 2000

Instructional Services

As you are aware, the government has committed to a plan for continuous improvement in the delivery of special education programs and services. Helping students with special needs achieve their potential is a key priority for the government.

In support of this plan for continuous improvement, the government has increased special education funding by over 12% for the coming school year. An additional \$70 million was added to the Special Education Per Pupil Amount (SEPPA) component of special education funding as part of Ontario's May 2000 Budget; the \$30 million SEPPA increase introduced in 1999-2000 has been maintained; and ISA funding will increase significantly for the coming academic year.

The ministry has adapted its ISA funding approach for the 2000-01 school year to achieve two key objectives:

- Protecting and improving programs and supports for students with special needs; and
- Ensuring that funding is responsive to each board's varying share of students with high needs.

The ministry will use the ISA results from both 1999 and 2000 to determine each board's ISA funding for the 2000-01 school year.

- As announced in January this year, each board will receive at least the same amount of ISA funding as it received in 1999-2000 (adjusted for portability).
- As announced, if a board's funding result from its validated 2000 ISA claim is higher than this amount, it will receive the higher amount.
- If a board's eligible students from the 1999 review (last year) would result in a funding amount higher than either its actual funding in 1999-2000, or its funding result from 2000, it will receive the funding amount from the 1999 review.

This approach will generate \$43 million in additional ISA support for 2000-2001-\$3 million more than anticipated in the Minister's January 2000 commitment of an additional \$40 million in ISA funding. Combined with the previously announced enhancements, the government's total investment in special education programs and services will be over \$1.3 billion, the highest in Ontario's history. As a result, every school board in Ontario will have more funding to deliver programs and supports for all their students with special needs.

Attached, for your information, are the results of your 2000-01 ISA claim submission and your ISA 2 and 3 funding amount. Your detailed student results will be sent to you electronically in the next two weeks.

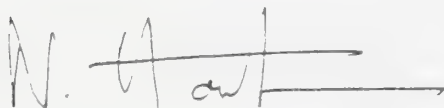
You will already have received your ISA 1 approvals from your validators. The District Office will provide this information to you electronically for use in submitting invoice information and in-year claims, which are both due on November 17, 2000.

To ensure continuous improvement, the ministry will be working with its partners in education to address concerns raised by parents, school boards, and other partners regarding special education funding.

Over the fall of 2000, we will be consulting with school boards, provincial associations, and parents about how to address public concerns and make improvements. In the next few weeks, we will be providing further information about this consultation process.

On behalf of the ministry, I would like to thank you and your staff for your efforts throughout the 2000 ISA claims and validation process.

Sincerely,



Norbert Hartmann
Assistant Deputy Minister
Elementary/Secondary Business and Finance Division

Attachment

cc: Superintendents of Business
Special Education Contacts

2000-01 ISA Review Results

23

DSB # 21

Hamilton-Wentworth DSB

	ISA 2	ISA 3	Total
Results from Validation Process			
# of Students Claimed	581	353	934
# of Files Reviewed	196	169	365
# of Review Files Validated	136	127	263
Validation Rate	69.4%	75.1%	
Eligible Files	403	265	668
Reviewed ISA 3 Files Validated as ISA 2		26	26
Transferred Claims Validation Rate		15.4%	
ISA 2 Eligibility Adjustment	54		
Total Adjusted Eligible Files	457	265	723
Adjusted Total Validation Rate			77.4%

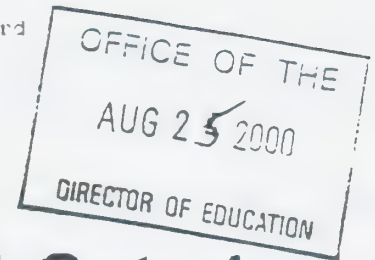
Funding

Funding Based on 2000-01 Claim Process	12,651,756
1999-00 Allocation	11,259,291
Funding Based on 1999-00 ISA Review	11,272,487

2000-01 Allocation

12,651,756

6-4



News Release Communiqué



Ministry of Education

Ministère de l'Éducation

Hamilton schools share in increased special education support

Hamilton – (August 24, 2000) Hamilton area students with special needs got some good news today from Education Minister, Janet Ecker as a result of the funding that school boards will receive for special education in the coming school year.

"As we committed, the total provincial funding for special education in Ontario for the 2000/2001 school year will be over \$1.3 billion, an increase of 12% over 1999/2000," she said.

The Hamilton-Wentworth District School Board and the Hamilton-Wentworth District Catholic School Board will together receive a total of \$55.2 million for special education – a \$6 million increase over the last school year.

Earlier this year, Ecker announced an estimated \$40 million increase in Intensive Support Amount (ISA) funding dedicated to high needs students. In response to claims submitted by school boards this summer, the actual amount of this funding will be even higher – \$43 million.

"In January, in order to ensure a smooth transition, we guaranteed that no school board would receive fewer ISA dollars in the coming school year than in the last. In fact, many boards will receive more," Ecker said. "Parents of children with special needs have told us to do a better job of ensuring that their children have the supports they need to get the best quality of education. We have listened and responded."

This new funding, teacher and parental involvement, and individual learning plans will help provide students whose needs are especially great with the opportunity to learn and grow to their full potential.

"Special education has been and continues to be a priority for our government," said Ecker. "That is why we have not only protected special education funding, but consistently increased it in recent years."

"Our goal is to ensure that students with special needs have the same opportunities to benefit from a high quality education as all other students in this province" said Ecker.

-30-

For further information:

Rob Savage
Minister's Office
(416) 325-2632

Dave Ross
Ministry of Education
(416) 325-2709

#7

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

TO: Merv Matier, Director of Education
FROM: Nora Campbell, Superintendent of Education
DATE: August 30, 2000

proved for distribution
by the Director.

Signature:

Date:

M. Matier

Sept 1/00

RE: PROGRESSIVE DISCIPLINE RESOURCE MANUAL

RECOMMENDED ACTION

Moved by _____, and seconded by _____,
that the Board receive the Progressive Discipline Resource Manual and authorize its
continuing revision.

BACKGROUND

In June 2000 the Board passed the **Progressive Discipline Policy**. Subsequently a resource manual was developed, in conjunction with various employee groups, to support the implementation of the policy.

This resource manual was presented to the Joint Advisory Committee in June. JAC is supportive of this document that has also passed legal scrutiny.

As employee contracts and legislative changes occur, it is our intention to revise the manual accordingly so that our practices are current.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD



PROGRESSIVE DISCIPLINE

RESOURCE MANUAL

AUGUST, 2000

DRAFT

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PREFACE

The Hamilton-Wentworth District School Board is committed to ensuring employees maintain appropriate behaviour and carry out their duties responsibly, effectively and diligently.

Occasionally some employees' performance or behaviour may be unsatisfactory. This resource manual is designed to assist supervisors in understanding, and when necessary, applying the Board's Progressive Discipline Policy (#8.04). Supervisors need to be able to draw on their broad base of knowledge of various policies, procedures and legislative regulations in order to effectively deal with disciplinary issues. Furthermore, supervisors must ensure that their staff clearly understand the expectations of the workplace and any policies, procedures or legislative regulations that pertain to their job responsibilities.

Effective discipline is:

- predictable – everyone who reports to you knows all the rules and regulations with which they must comply
- immediate – discipline is most effective when it follows soon after the violation
- consistent – discipline must apply equally regardless of who is involved, as long as circumstances are the same
- impersonal – must be aimed at the behaviour or act rather than at the employee personally

This manual provides supervisors with additional information on progressive discipline. Appendices are included to give supervisors further background information to assist in effective decision making.

Please note: The Policy directs that the appropriate Superintendent be contacted.

The Purpose of Discipline

Discipline is an important management function. It is a serious management action and one, which has a direct impact on staff morale and the labour environment. Discipline (with the exception of dismissal) is designed to be corrective rather than punitive. Ideally, it is intended to bring about a better functioning employee who is more knowledgeable about his/her expected job duties. When inappropriate behaviour is corrected quickly and fairly, it serves to deter others from doing the same misconduct. By clearly communicating expectations, the Board can accomplish its objective of maintaining consistent standards and an effective workforce across the school system.

Evaluation vs. Discipline

One duty of supervisors is to evaluate the performance of their staff. Performance appraisals speak to the issues of competency and capability.

There is an important distinction between cases of evaluation (competency) and discipline (usually refer to specific incidents where rules and regulations of the Board are not adhered to). If there has been a breach of the rules, a pattern of behaviour or an incident, then the proper course of action is "progressive discipline".

Progressive Discipline

What Is It?

It is a series of progressively more severe sanctions imposed on an employee to correct inappropriate behaviour and/or performance.

When To Use It?

Progressive Discipline is applied where the behaviour or performance of an employee is found to be unacceptable or where an employee is alleged to have committed an infraction (breach of rule, policy, etc.) which is not acceptable to the employer.

Why Use It?

It is intended to notify an employee that a certain pattern of behaviour or performance is not acceptable, and that if it continues, more severe disciplinary action will be imposed, up to and including termination of employment. Its purpose is to rehabilitate employees and to ensure proper performance or conduct.

How Does It Work?

Listed below are the steps or degrees of progressive disciplinary action that can be used in the enforcement of Board policy and working practices. It is an ordered sequence of discipline that increases in its severity.

Types of Discipline

The forms of discipline are as follows:

- ⇒ recorded verbal warning
- ⇒ written warning
- ⇒ suspension
- ⇒ dismissal

It is important to note that not all-disciplinary actions will commence with a recorded verbal warning. **It is not necessary to use all the disciplinary steps before dismissal.** The actual starting point of disciplinary procedures will depend entirely upon the seriousness of the incident or rule infraction.

Basis for Discipline

There are two conditions that underlie every disciplinary action:

1. The action must not be inconsistent with the express provisions of the collective agreement.
2. There must be "just cause".

Burden of Proof

In all circumstances involving a grievance resulting from a disciplinary action, the employer is required to prove "just cause" in imposing the discipline. Management bears the onus of "burden of proof".

Further, the employer must ensure that the discipline was not imposed in an arbitrary or discriminatory way. Proper procedures must have been followed before discipline is imposed.

Should the disciplinary action be grieved all the way to arbitration, management must convince the arbitrator that there was "just cause" for the discipline and the level of discipline imposed was appropriate for the infraction. It is imperative that all documentation is accurate and concise.

FORMS OF MISCONDUCT

Employees are required to work within the parameters and expectations as outlined in the Board Policy, the Education Act and other relevant legislation. Where there is a breakdown in behaviour or responsibility, the supervisor must take action. Listed below are some areas of concern, which arise most frequently in employer/employee relationships.

NOTE: *The areas of concern listed below are not meant to be all-inclusive and should be taken only as a guide.*

Insubordination

Insubordination is the refusal of a subordinate to carry out the requests of a Supervisor. An act of insubordination is cause for discipline.

Three conditions must prevail before an act of insubordination can be established:

- 1) *There must be a clear order which the employee understands. (For example, an operating procedure found in a handbook.)*
- 2) *The order must be from a supervisor.*
- 3) *It must be established that the order was disobeyed.*

Employees may choose not to carry out requests that are clearly in contravention of the law or which place the employee's safety in jeopardy. Otherwise, employees must carry out the request and if they want to challenge it their only remedy is through the grievance procedure or the complaint process applicable for non-union employees. Insubordination is a serious misconduct which depending upon the circumstances may be cause for dismissal. Each act of insubordination should be assessed individually to determine the appropriate disciplinary response. For example, insubordination in the presence of co-workers likely should result in a greater level of disciplinary penalty.

Alcohol Substances

Bringing alcohol or illegal substances onto the Board's premises or reporting to work under the influence of alcohol or illegal substances provide grounds for discipline. It may also invite discussion about the availability of the Board's Employee Assistance Program (E.A.P.) services and possibly a referral (see Appendix "A"). If the employee indicates they are an alcoholic or addicted to drugs there are Human Rights Code issues which must be considered. Guidance must be sought from Human Resources.

Attendance

Employees are expected to attend work on time and to seek approval for any absences from the job duties. Unauthorized absences, without satisfactory explanations, are cause for disciplinary action. Innocent absenteeism is not part of the progressive discipline policy. (See Appendix "B")

Conduct of Employees at Work

There is an obligation on the part of employees to work with care and honesty. Failure to do so constitutes grounds for discipline. This might include disregard for safety rules, destruction or theft of property, sleeping, dishonesty, falsification of records, sabotage and fighting or assault. The intrusion of personal problems, beliefs or life styles that are unrelated to the employee's role in the job setting may provide cause for concern and lead to disciplinary action. Unprofessional conduct or conduct which violates accepted rules of behaviour and responsibility may also lead to disciplinary action.

Off-Duty Conduct of Employees

Generally, if a link can be established between an act outside the employee's work and the employment relationship, the Board may implement discipline procedures. In the context of teachers there is a statutory duty requiring exemplary behaviour. Arbitrators and courts have upheld that off-duty misconduct can result in the termination or dismissal from employment.

Inappropriate Activities:

NOTE: *The activities listed below are not meant to be all-inclusive and should be taken only as a guide.*

- 1) Fighting, or excessive use of force or use of any other means of interfering with another employee, student or parent.
- 2) Use of abusive or unacceptable language.
- 3) Willful or deliberate destruction of property and/or equipment or improper use of and/or damage to property and/or equipment.
- 4) Theft or misappropriation of the property of others or of the Board.
- 5) Use of intoxicating beverages or drugs on Board premises or reporting for work under the influence of same.
- 6) Smoking in unauthorized areas.
- 7) Unauthorized use of equipment or machines.
- 8) Insubordination or refusal to perform assigned work except if a lawful work refusal is made as provided for under the Occupational Health & Safety Act.
- 9) Inappropriate use of Board employee benefit plans or programs.
- 10) Harassment of any employee, student or parent.
- 11) Falsification of any Board records.
- 12) Unauthorized disclosure of confidential information - intentional or unintentional.
- 13) Failure to dress appropriately for a school or office environment.
- 14) Lateness or unauthorized absenteeism.
- 15) Sleeping during working hours.
- 16) Conflict of Interest as defined within the Education Act and other relevant Legislation.
- 17) Failure to comply with Board Policy.

CRITICAL FOUNDATIONS FOR DISCIPLINE

Consistent and Constructive

Apply the disciplinary approach uniformly to all staff members unless a valid legal reason exists i.e. two employees being disciplined have different discipline records. Do not favour or discriminate against certain employees.

Be honest and straightforward with the employee during the disciplinary process. Make sure the employee is clearly aware of expectations and consequences. Failure to address issues at an early stage will only make it more difficult to manage effectively as the problem persists.

Individuality of Infractions

Employees can only be disciplined for their own infractions. If a group produces poor work, the whole group cannot be disciplined. Individual responsibility must be established. Similarly, the employer cannot discipline one employee to make an example for the group.

Double Jeopardy

The principle of double jeopardy means that once a penalty has been imposed for an infraction, another more serious penalty cannot be imposed for the same incident.

An exception to this rule has been recognized by arbitrators. A penalty may be re-assessed if new or additional facts come to light, provided that the information was not available or attainable at the time of the original discipline. Therefore, it is important to carry out a complete investigation before imposing any discipline.

Culminating Incident

The culminating incident concept requires that there be some final incident or "last straw" which permits consideration of all the employee's past record as a basis of discharge. It should be noted that the past record might be subject to limitations under the appropriate Collective Agreement.

This principle permits management to take the position that, because of the accumulation of past misdeeds, the actions, performance or conduct can no

longer be tolerated and, together with the final incident, leaves management no reasonable alternative but dismissal.

By itself, the incident might not constitute just cause for dismissal but it must be serious enough to justify some disciplinary action.

Note: Culminating incident cases are complex, therefore, obtaining advice from Human Resources is necessary in order to reach the most appropriate decision.

Just Cause

"Just Cause" is defined as discipline which is guided by truth, fairness and reason in accordance with standards or requirements which are known to the employee and which can stand the test of law as being equitable and rightly deserved based on the circumstances discovered through a detailed investigation.

Mitigating Circumstances

Mitigating circumstances are those which may tend to lessen, in severity or intensity, the discipline to be applied.

An example of mitigating circumstances is when an employee is not performing up to standards and seems distracted and uninterested. Upon investigation the Supervisor discovers that employee in dealing with a serious, chronic illness of an immediate family member, thereby finding it difficult to concentrate.

CONSIDERATION FOR IMPOSING APPROPRIATE DISCIPLINE

In contemplating any disciplinary action, review the employee's record and all factors, which could be related to the matter at hand.

The following factors are among those an arbitrator would consider which could warrant mitigation of discipline:

- (a) Was the occurrence only a momentary aberration?
- (b) Was the employee's action provoked?
- (c) Was there provocation by management personnel?
- (d) Was the employee aware of the standard or rule that was broken?
- (e) Was other staff affected?
- (f) Does the employee have health problems, which may have affected the behaviour?
- (g) Is the employee's record good?
- (h) Did the employee apologize or otherwise express regret?
- (i) Are there any compassionate grounds such as family problems?
- (j) Were drugs/alcohol involved?
- (k) Has management failed to impose progressive discipline in the past?
- (l) Did management fail to obtain the employee's explanation?
- (m) Did management delay imposing discipline contrary to the Collective Agreement?
- (n) Is this a first time as opposed to a repeated occurrence?
- (o) What is the employee's seniority?
- (p) Does the employee have rehabilitative potential?

PRIOR RECORD

When the record of the employee is being used to justify dismissal, the evidence of inappropriate behaviour/performance and previous discipline **must meet the following criteria:**

- 1) The material must be in the personnel file as part of the employee's record, e.g. written reprimands and/or notices of disciplinary action.
- 2) The employee must be aware of the information on file and must have been informed of the disciplinary action. **The culminating incident cannot be based on a list of offences for which no discipline was imposed.**

- 3) The employee must have had the opportunity to cleanse the record even though no grievance was filed.
- (a) If there was no grievance, it implies the employee agreed with the discipline and the incident can be used as part of the record,
 - (b) If the employee grieved and was successful, the incident cannot be used.
 - (c) If the employee grieved and lost, the incident can be referred to.

MANAGEMENT DUTIES

Maintaining an effective workforce is the responsibility of the management team. This team includes the Director, Supervisory Officers, School Administrators, Managers and Supervisors.

1) Management Rights Clauses – Collective Agreement

The power of the employer to discipline employees in a Union/Federation environment is usually derived from the management rights provisions in a Collective Agreement and the common law rights of the employer. Even if a collective agreement is silent on management rights, the law is clear that management has all rights that are not expressly limited by a Collective Agreement providing it exercises its rights in a fair and reasonable manner.

2) Communicate And Forewarn

Managers, Supervisors and Administrators must be sure to inform and forewarn. Routinely advise/remind employees about the rules, responsibilities, policies, procedures of the Board and their personal expectations. It is essential that staff, as well as Departments/Units, understand their roles. Furthermore, standards that are set must be objective and clear. Tell them in advance what the possible risks and consequences are for non-compliance. To prevent problems, management must "Tell them; Show them; Have them tell you; Have them show you; and Have them write it down."

It is important for all Supervisors within the Board to maintain standards that are consistent with Board Policy and Procedure.

3) Letters/Derogatory Notations

Any letters of discipline or derogatory notations on an employee must be available to that individual employee. Only documentation placed in an employee's personnel file (in the Human Resources Department) will form part of the employee's prior disciplinary record. If the intention is to place the disciplinary letter in the personnel file, make sure the letter contains a notation "copy to Personnel File – Human Resources Department", along with "copy to the Union/Federation if the employee is a unionized person. Non-Unionized employees must also receive a copy of the letter."

4) Documentation Process

Effective documentation must be done regularly and promptly. Document any meetings at the time of the event, or immediately thereafter, so the

information is fresh in your memory and the notes are made contemporaneously with the event. By doing this you may be able to rely on the notes later at an arbitration hearing and the arbitration panel will give them "weight" and credibility of your testimony will be supported.

The documentation should reflect the use of the five "W's" – who, what, why, when, where and how. Describe observable actions and results. Focus on job-related behaviour only. Make sure any documentation is consistent with your communications and actions. Always remember that your notes may be scrutinized under the legal or arbitration process. Do not speculate or make irrelevant comments in your notes. Make sure to date your notes/

5) **Conduct A Complete Investigation**

In matters, that may result in suspension or discharge, it is important to carry out a complete investigation prior to imposing any discipline. Assistance should be sought from the appropriate supervisory officer and the Human Resources Department. An investigation should be thorough, if it is to withstand scrutiny and be perceived as fair. An improper investigation may result in discipline being overturned.

The nature and scope of the investigation necessarily varies depending upon the underlying factual circumstances. The appropriate supervisory officer and Human Resources Department can assist in determining how the investigation will proceed and when it will be appropriate to involve the union or federation for employees covered by collective agreements.

In certain circumstances, it may be necessary to involve the Children's Aid Society and/or police to assist in investigations involving allegations of child abuse, assault or other potential criminal conduct. Specific statutory responsibilities exist with respect to reporting children who are or may be victim of child abuse or neglect. Reference should be made to Memorandum to All Principals, Elementary and Secondary from Malcolm Powell, Pat Gillie and Marguerite Botting dated May 9, 2000, which addresses reporting child abuse and neglect and changes to the Child & Family Services Act which became effective March 31, 2000. This document is found at Appendix "C".

Counseling and Disciplining

Management must use their judgment in determining what form of disciplinary action, if any, is appropriate in the circumstances.

Apply the disciplinary approach and philosophy uniformly to all staff.
Consistent treatment is not necessarily identical treatment. While

you must always apply the same disciplinary philosophy or approach to all staff members (i.e. no favouritism or discrimination), management may impose different discipline for the same infraction, depending on such factors as seniority; work record; any prior infractions; frequent versus infrequent; deliberate versus unintentional; the severity of the behaviour; the consequences; injuries and safety concerns.

PROCEDURES FOR SUPERVISORS

- The major criticism of disciplinary action, whether from unions/federations, arbitrators or mediators, is that employees are not often aware that what they were doing was inadequate, inappropriate or wrong, i.e. expectations are not communicated adequately.
- Discipline should be based on regular supervision. Whenever substandard conduct or performance occurs, tell the employee as soon as possible. It is unreasonable to expect the employee to improve if the employee is unaware that improvement is required. Arbitrators are negative when management delays or procrastinates; discipline applied months after the "incident" is usually deemed inappropriate.
- Disciplinary discussions and correspondence must always refer directly to the standard of conduct that was not met and of which the employee had knowledge.

Progressive Discipline

- (a) Must be appropriate, timely and well communicated.

Work standards/expectations must be known and understood by employees so that staff cannot dispute work rules regulations, operating methods and procedures.

When it has been determined that disciplinary action is warranted, the action must be immediate, consistent and appropriate for the offense.

- (b) Must have complete and up-dated records.

Discussions and statements can only be accurately remembered and be believed by an impartial observer if a complete file is available containing notes, letters, memoranda, names of witnesses, etc. concerning the handling of the case and the events which occurred in the past.

Notes have more credibility if they are made at the time or immediately following the event.

Without accurate and well-documented evidence, the Board will not likely be successful in providing that the discipline was just.

It is essential that the employees receive a copy of all disciplinary actions that are placed in the personnel file.

- (c) Must be in accordance with the appropriate collective agreement, terms and conditions of employment or Board Policy.
- (d) Must have disciplinary meetings.

Unionized Employees:

- (i) Prior to a disciplinary meeting or where discipline is contemplated, the unionized employee must be advised of the right to have a union/federation representative present at such meeting.
- (ii) If the unionized employee chooses not to have a representative present, the disciplinary meeting will be conducted between the supervisor and the employee. The presence of another management witness is preferable. The supervisor is advised to make a note to the file, preferably signed by the employee, confirming that he or she had declined Union representation.

Non-Union Employees:

- (i) The disciplinary meeting will be conducted between the supervisor and the employee. The presence of another management witness is preferable.



CONDUCTING THE DISCIPLINARY INTERVIEW

Disciplinary interviews require emphasis on factual details, and mental preparation to assure the right frame of mind (objective and unemotional). The person handling any disciplinary matter should consider the following items before an interview or counseling session:

1. Gather all the facts available on the situation.
2. Allow the employee to tell his/her side of the situation.
3. Be precise in dealing with the problem.
4. Take accurate and factual notes of the incident.
5. Remain uninvolved emotionally.
6. Take clear, decisive action.
7. Be objective before, during, and after the situation.

CHECKLIST FOR CONDUCTING THE DISCIPLINARY COUNSELLING INTERVIEW

PREPARE FOR THE INTERVIEW

- Avoid a significant time lapse from date of incident.
- Select a time and place that is private and free from interruption to avoid embarrassing the employee. Respect confidentiality.
- Review all the facts.
- Have the personnel record and other information on hand at the time of the interview, prepare an outline.
- Consider what you know about the employee: personality, personnel record, and particular job requirements.
- Consider exactly what you want to accomplish by the interview.
- Prepare yourself thoroughly. Your files should contain documentation detailing dates and a record of previous counseling sessions.
- If the employee is unionized, abide by the terms of the collective agreement.

CONDUCT THE INTERVIEW IN A CONSTRUCTIVE MANNER

- Get right to the point by explaining the reason for the interview.
- Be specific when describing the problem. Give examples, and dates.
- Stick to the facts; don't become involved in personalities.
- Listen to what the employee has to say.
- Openly focus questions; avoid yes-or-no alternatives.
- Reiterate and paraphrase statements made by employees.
- Be descriptive, not judgmental.
- Be specific rather than general.

- Deal with things that can be changed.

MAKE SURE THE EMPLOYEE UNDERSTANDS

- Discuss the requirements of the job. Point out the facts that show how the employee is not meeting these requirements and what the effects are on the work group.
- Ask the employee how he/she will correct the problem and avoid repetition of the offense.
- Help the employee uncover the real cause of the problem – not only what is being done wrong, but also why the employee is doing it.
- Explain fully the purpose of any action as a corrective measure rather than a punishment.
- Make sure the employee completely understands that behaviour must change. Indicate the consequences if behaviour doesn't improve.

USE CONSTRUCTIVE CRITICISM

- Focus on behaviour, not on the person.
- Make observations.
- Describe behaviour in terms of more or less than good or bad.
- Focus on behaviour related to specific and recent situations rather than on the abstract.
- Explore alternatives.
- Stress the need for co-operation.

PROVIDE FOR FOLLOW-UP

- Set up a plan for improvement with the employee.
- Include in the plan commitments both by the employee and by you to the steps you will take to bring about the desired improvement.
- Include specific time limits for accomplishing the desired goals and for formal re-evaluation of the employee's behaviour.

MAKE A WRITTEN RECORD OF THE INTERVIEW

- If the disciplinary action is to be formalized, draft the formal documentation, give the original to the employee, and place a copy in the employee's personnel file.

DISCIPLINARY DOCUMENTATION CHECKLIST

Documentation of disciplinary events, or those that may lead to discipline is vitally important if the disciplinary action is to be supported by management and sustained by outside authorities. The following points are provided as a checklist to ensure completeness of the disciplinary document.

- Do you have notes indicating the date, specific details of the infraction, witnesses or others involved, and your action at the time?
- Have the time, location, and other pertinent details of the incident(s) been recorded?
- Have you stated in clear terms what the employee did or failed to do that which caused the infraction?
- Have you stated by the Education Act, Board Policy, rule, practice, performance standard, or other legislative act that has been violated? Are you prepared to show that the employee knew, or should have known, about the policy, standard, etc?
- Have you compiled all records, reports, or other written documents related to the incident, and are there witnesses who can testify to the incident if necessary?
- Have you explained the sequence of events in an orderly, chronological manner that illustrates the progressiveness of the infraction?
- Is the notice written in an objective style and tone, recording observations rather than personal judgments? Is your information based on your own observations or investigation rather than on hearsay?
- Has the employee been given previous warnings or instructions? Have you indicated the employee's response or reactions to previous warnings?
- Is the type of discipline being recommended consistent with company policy and precedence of similar incidents? Is it appropriate to the offense? Have you discussed the incident with your Superintendent and/or Human Resources to determine conformance with company procedures and practices?

STEPS IN THE DISCIPLINARY PROCESS

It is important to note that not all-disciplinary actions will commence with a recorded verbal warning. The actual starting point of the disciplinary procedure will depend entirely upon the seriousness of the incident or the infraction and the employee's discipline record.

Step 1 - Recorded Verbal Warning

The purpose of the recorded verbal warning is to inform the employee that the performance or conduct is not acceptable, will not be tolerated and unless corrected, will lead to more severe discipline.

Recorded verbal warnings are used for a first offence or where a more severe penalty is not warranted.

A recorded verbal warning is given at a disciplinary meeting with the employee and a union/federation representative if applicable.

The employee must be clearly told:

- (a) The unacceptable nature of the behaviour.
- (b) Which standard of conduct was not met what is expected by way of improvement and that an opportunity to improve will be provided.
- (c) That subsequent misconduct will lead to discipline, up to and including dismissal.
- (d) That the recorded verbal warning will be placed in the employee's personnel file in the Human Resources Department.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

RECORDED VERBAL WARNING

EMPLOYEE DETAIL

Employee Name: _____

Union/Federation (if applicable) _____

VERBAL WARNING MEETING

Date of Meeting: _____

Time of Meeting: _____

Individuals present at
the Meeting: _____

UNACCEPTABLE ACTION

Date of Occurrence: _____

Summary of the
Unacceptable Action: _____

Employee Signature: _____

(An employee's signature signifies only agreement that the meeting occurred.)

Supervisor/Principal Signature: _____

This document is subject to the time frames laid out in the appropriate collective agreement or Board Guidelines.

Original - Employee

Copy - Personnel File - Human Resources

- Chief Steward, Union or President, Federation

SAMPLE LETTER - WRITTEN WARNING

INCIDENT - LATENESS

HAND DELIVERED
(or sent by Registered Mail)

(Date)

(Name of Employee)
(Home Address)
(City)
(Postal Code)

Dear (Name of Employee):

On _____ (date) we discussed _____ (cite incident) in the presence of _____ (name people). At that time, you were reprimanded and informed that your continual lateness was unacceptable and that continuation of such behaviour would result in disciplinary action.

Despite this prior recorded verbal warning, you have continued to report to work late.

Since you have not changed your behaviour, this letter will serve as a formal written warning that will be placed in your personnel file and kept by the Human Resources Department. Failure to correct your behaviour will result in further disciplinary action up to and including dismissal.

Yours truly,

Supervisor/Principal

Copy - Personnel File - Human Resources
- Chief Steward, Union or President, Federation

Notes:

1. Principals/Supervisors shall seek advice from their Superintendent or Human Resources before they issue the letter.
2. This step may be repeated more than once.

Step 3 - Suspension

Note: Prior to suspension, the supervisor must consult with the appropriate Superintendent or the Human Resources Department. Suspensions for Teachers must be done through an Academic Superintendent.

The purpose of a suspension is to:

- invoke a sanction, which indicates that management considers the infraction very serious.
- further address a progressive discipline problem.
- provide an emphatic warning before more severe sanctions are imposed.

Suspension is used when a recorded verbal warning or written reprimand has not brought about change or for a serious first offence.

Before implementing a suspension, inform the employee in writing of the infraction or allegation, the date and place of any meeting required under the collective agreement and that the employee has the right to have a union/federation representative, where applicable, present at the meeting

In the event of major infractions, management should thoroughly investigate all circumstances by:

- 1) obtaining written relevant statements from participants, witnesses, and/or managers.
- 2) conducting the fact-finding meeting with the employee to ascertain the employee's position. Do not make or communicate the decision at this time.
- 3) basing the decision on a review of the findings from the investigation and the meeting. If new facts or information are introduced at the meeting which require further clarification, investigate further until satisfied that all relevant information has been obtained. Make your decision consistent with the Board's standards of conduct or policies.

The suspension letter **must:**

- 1) list date, time, misconduct/wrong doing or specific ongoing inadequate

performance.

- 2) state the standard of conduct/work rule that was violated and appropriate section(s) of the collective agreement if applicable.
- 3) refer to previous verbal discussion(s) and written reprimand(s) for the same or comparable offence.
- 4) advise of the number of days of suspension without pay and the dates.
- 5) state that the employee could be subject to further disciplinary action up to and including dismissal if the employee fails to correct or improve.
- 6) note that a copy has been placed in the employee's personnel file in the Human Resources Department. Human Resources must ensure payroll is notified of the duties of supervision.
- 7) a copy of the letter will be forwarded to the Union/Federation where applicable.

Letters of Suspension for Teachers must be issued by an Academic Superintendent.

SAMPLE LETTER OF SUSPENSION

INCIDENT - INSUBORDINATION

Hand Delivered
(or sent by Registered Mail)

(Date)

(Name of Employee)
(Home Address)
(City)
(Postal Code)

Dear (Name of Employee):

On _____ (date) you refused to complete an assignment, which I instructed you to carry out.
This constitutes insubordination for failing to carry out reasonable directions of your Supervisor.

For your insubordination, you are being suspended without pay for two (2) days. The suspension will be served from to, inclusive.

Any further misconduct will/may result in further disciplinary action up to and including dismissal from your employment with the Board.

Yours truly,

Supervisor/Supervisory Officer.

Copy: - Personnel File - Human Resources
- Chief Steward, Union or President, Federation

Note:

Supervisors shall seek advice from the appropriate Superintendent and/or Human Resources before any suspension.

Step 4 - Dismissal

This is the most severe type of discipline and one that must be used for serious infractions or when the employer is satisfied that all other types of discipline failed to correct the situation.

Supervisors do not have the authority to dismiss an employee but can recommend dismissal to the appropriate Superintendent. Reference must always be to the provisions of the appropriate collective agreement and, in the case of teachers and principals, to the provisions of the Education Act and the regulations as well as to the collective agreement.

The purpose of dismissal is to terminate the employment relationship when corrective or rehabilitative efforts have failed and improvement no longer seems reasonably possible or when the conduct or action is so grave that no alternative exists and has caused irreparable damage to the employment relationship.

Before recommending dismissal, the supervisor must:

- 1) consult with the appropriate Superintendent.
- 2) inform the employee of the allegations, i.e. inadequate or no improvement.
- 3) investigate - obtain written relevant statements from participants, witnesses, and/or managers.
- 4) conduct a fact-finding meeting with the employee and a union/federation representative in order to ascertain the employee's position.
- 5) determine, where appropriate, whether there is a culminating incident.
- 6) consider if any mitigating circumstances exist.
- 7) make a recommendation to the appropriate Superintendent.
- 8) **THE APPROPRIATE SUPERINTENDENT WILL MAKE THE RECOMMENDATION FOR DISMISSAL TO THE DIRECTOR OF EDUCATION.**

APPENDIX "A"

ALCOHOLISM AND SUBSTANCE ABUSE

Alcoholism and/or substance abuse is a specific problem, which frequently faces an employee. The use of alcohol and drugs jeopardizes job safety and performance, as well as the well-being of employees. Individuals abusing alcohol or drugs can create safety hazards for themselves, students, co-workers and the general public. The following outlines some considerations to be made in dealing with this issue.

- 1) The possession or use of alcohol and/or illegal drugs includes:
 - a) any use, distribution or the offering for sale of illegal drugs, equipment for illegal drug use, or non-prescribed drugs for which a prescription is illegally acquired;
 - b) any presence in the body of illegal drugs or non-prescribed drugs for which a prescription is legally required;
 - c) any intentional misuse of prescribed medications, over-the counter medications or other substances; and
 - d) any possession, consumption or presence in the body of alcohol during working hours or on School Board premises.
- 2) Supervisors should ensure employees understand they should report to the supervisor when they are on any prescribed medication by a physician that places restrictions on work performance.
- 3) Employees who appear to be impaired by alcohol or drugs, whether consumed at work or prior to work should be immediately removed from the workplace. If the employee is impaired, the School Board will offer to provide transportation to the employee's residence or the nearest point of public transportation.
- 4) The School Board may take disciplinary action against an Employee under circumstances which include but are not limited to the following:
 - a) the employee is in possession of alcohol, illegal drugs or equipment used for illegal drugs; or
 - b) the employee has been at work under the influence of alcohol or illegal drugs;

- c) the employee has been at work under the impairing influence of prescribed drugs and has failed to advise the School Board in advance of any restrictions on performance.
- 5) In addressing the problem of substance abuse, the employer must first attempt to determine the nature of the problem as to whether the work-related problems arising from the use of alcohol or drugs are the "fault" of the employee, thus warranting discipline or whether such problems are beyond the control of the employee, rendering disciplinary action inappropriate. For instance, drinking or being intoxicated on the job generally warrants substantial discipline. However, if the employee has given indications of being an alcoholic or substance abuser, the employer should view the problem as an illness and follow non-disciplinary action initially.
- 6) Where an employer determines to take disciplinary action against an employee for an alcohol or drug related offence, the employer must go through the normal processes of having to establish that there was reasonable and just cause to discharge the employee on the basis of the nature of the misconduct itself. Where the offence in question in itself provides just cause for discharge, there must also be reasonable proof that but for the addiction, the offence would not have occurred. The union will bear the onus of establishing that the misconduct was due to "alcoholism" as a treatable illness thereby rendering disciplinary discharge to be unreasonable and inappropriate. The employee must virtually admit to the addiction in order to challenge the discharge.
- 7) Whether or not the grievor actually acknowledges the addiction is an important consideration in these cases. In some cases, considerable weight is given to the grievor's recognition of an underlying substance abuse problem as a contributing factor to the misconduct, although arbitrators will also recognize the danger in accepting such "confessions" as evidence. However, the failure to admit to a substance abuse problem may be fatal to the grievor's case, particularly when coupled with the grievor's failure to take any step toward rehabilitation.
- 8) Any behaviour that exhibits the typical consequences of alcoholism, such as impaired driving convictions, marital break-ups and a history of employment absenteeism.
- 9) If an employee establishes evidence of addiction, the arbitrator will then go on to assess the rehabilitative potential of the employee and any efforts made or being made towards rehabilitation to determine whether the grievor would be capable of fulfilling the employment obligations if the

arbitrator were to decide to reinstate. Arbitrators place a strong emphasis on *progressive discipline* when exercising their general remedial power to substantiate a lesser penalty for discharge, and the concept of rehabilitation will be an important factor in any addiction case.

- 10) Emphasis is on the employer to show that its actions towards the employee have been just and reasonable. Arbitrators will consider such factors as:
- a) the nature and event giving rise to the discharge;
 - b) the employee's prior record;
 - c) the employee's years of satisfactory service.

If it is found that a potential for rehabilitation exists, the grievor will likely be reinstated, but often with applicable conditions, such as participation in an employee assistance program or similar substance abuse programs.

- 11) Where it is determined that alcoholism or drug abuse is an addiction, it must be treated as an illness and, therefore, something that is not the fault of the employee. The traditional disciplinary responses should not be applied and the appropriate route will be that of counseling and attempts to rehabilitate by offering medical assistance and encouraging the employee to seek outside assistance. But if such measures are unsuccessful then regrettably discipline must be followed.
- 12) An employer is not required to suffer the consequences of an employee's substance-related conduct or absence from work indefinitely. Therefore, once the conduct or behaviour has reached a point where it can be said to have undermined the employment relationship or caused it to be fundamentally breached, the employer may take action and terminate the employee.
- 13) The employer must build its case by progressing through a series of warnings combined with counseling sessions and any other assistance deemed appropriate. All warnings and counseling sessions and offers of assistance should be duly recorded and placed in the employee's file. Attendance records should also be well documented and kept up to date.

Upon termination, where the employee grieves the discharge, the same considerations regarding the rehabilitative potential of the employee will be reviewed by an arbitrator. If the employer has progressed through the appropriate steps and documented all attempts at rehabilitation over a reasonable period of time, it will have built its case and placed itself in the best possible position to establish there is little, if any rehabilitative potential, the employee is unable to fulfill the employment obligations, and the employer was justified in discharging the employee.

APPENDIX "B"

ABSENTEEISM

CULPABLE ABSENTEEISM

Virtually every arbitrator recognizes a marked distinction between culpable *blameworthy* and non-culpable *innocent* absenteeism.

Culpable absenteeism refers to absences for which the employee is at fault and/or for which the employee cannot provide a reasonable explanation. These would include but not be limited to:

- ⇒ being absent without permission or leave (AWOL).
- ⇒ abusing a granted leave of absence (including bereavement leave).
- ⇒ failing to notify the employer of an absence.
- ⇒ failing to notify the employer of absence by the stipulated time or in accordance with company policy.
- ⇒ failing to provide a reasonable or sufficient explanation for the absence (including medical evidence).
- ⇒ habitual lateness.
- ⇒ leaving assigned work area prior to the conclusion of the employee's scheduled shift.
- ⇒ abusing breaks or lunch periods.
- ⇒ failing to report for accepted overtime shifts.
- ⇒ where an employee calls in sick but is seen elsewhere or in pursuit of other activities that the employee could not, due to the alleged condition, reasonably be expected to pursue.
- ⇒ where there is a pattern to the absences, i.e. days off occur conspicuously on either side of weekends or consistently on a specific day of the week, i.e. the day after pay day.

Once it has been determined that the absences are "culpable", arbitrators generally accept that an appropriate response is to deal with the employee in the

normal disciplinary manner, applying the principles of progressive discipline and culminating incident.

TERMINATION FOR EXCESSIVE INNOCENT ABSENTEEISM

Arbitrators have typically held that employees are entitled to a written warning that their employment is in jeopardy because of an unsatisfactory attendance record before an employer can properly discharge for excessive innocent absenteeism.

Because an employer may not properly discipline an employee for excessive innocent absenteeism, it is important that any letter of warning not be construed as a disciplinary measure. The warning letter should merely point out the employee's poor attendance record and put the employee on notice that the record is unacceptable. The letter should then reiterate company rules, the terms of the company's attendance policy or the collective agreement and stipulate the criteria for measuring improvement. The letter should also offer counseling or recommend an appropriate employee assistance program to assist the employee in providing regular attendance.

From a practical point of view, before an employer can discharge an employee for innocent absenteeism, it must be in a position where it can establish:

- ⇒ that the grievor's attendance is poor, and falls significantly below that of the organization average; and
- ⇒ that there is no reasonable likelihood of regular attendance in the future.

Only if the employer is able to satisfy both of these tests, will the employer be entitled to discharge an employee.



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

TELEPHONE: (905) 527-5000
FAX: (905) 521-2500

MEMORANDUM

TO: All Principals, Elementary and Secondary
All Managers and Supervisors

FROM: Malcolm Powell, Supervisor, Social Work Services
Pat Gillie, Superintendent of Education, (Safe Schools Portfolio)
Marguerite Botting, Superintendent, Instructional Services

RE: Reporting Child Abuse and Neglect
Changes to the Child and Family Services Act

DATE: May 9, 2000

Effective March 31, 2000 the changes to the Child and Family Services Act were proclaimed. Please find attached the memo from the Minister of Education announcing the change and a pamphlet from the Ministry of Community and Social Services. The pamphlet summarizes reporting responsibilities under Ontario's Child and Family Services Act.

In brief the highlights impacting upon school board staff include:

- The change in the Act places the duty to report directly to all staff. Any member of staff who has reasonable grounds to suspect that a child may be in need of protection (not just abuse) must promptly report the suspicion and the information upon which the suspicion is based to the Children's Aid Society. The duty to report cannot be delegated to another person
- Substantial risk of harm has been changed to risk that the child is likely to be harmed
- Severe emotional harm has been changed to serious emotional harm
- In addition, once reported, if any staff member has additional reasonable grounds to suspect that a child may be in need of protection, the staff member must report again

The pamphlet outlines the provisions of the Act in a clear and user-friendly way. It includes an excerpt from the Act that outlines the circumstances for which one must report to the Children's Aid Society.

Principals, managers and supervisors are directed to inform all staff of the changes in the reporting of child abuse and neglect. For the balance of this school year continue to use the current "city" and "school" reporting forms.

Arrangements have been made for a representative from the Children's Aid Society to make a presentation to the principals at their meeting on May 31, 2000.

The current policy is under review and plans are in place to issue a revised policy reflecting these changes in the Fall.

If you have any questions, please direct them to your superintendent or to the supervisor of Social Work Services.

APPENDIX D

The following pages provide background resource for supervisors dealing with teaching staff. The Ontario College of Teachers has established a Standards of Practice and a set of Ethical Standards for all College members. The information provided here gives an overview. Detailed information may be obtained from the College of Teachers.

Standards of Practice for the Teaching Profession

The following five statements comprise the standards of practice for the teaching profession.

Commitment to Students and Student Learning

Members of the Ontario College of Teachers demonstrate care for and commitment to students. They are dedicated in their efforts to teach and to support student learning. They treat students equitably and with respect. They encourage students to grow as individuals and as contributing members of society. Members of the Ontario College of Teachers assist students to become life-long learners.

Professional Knowledge

Professional knowledge is the foundation of teaching practice. Members of the Ontario College of Teachers know the curriculum, the subject matter, the student, and teaching practice. They know education-related legislation, methods of communication, and ways to teach in a changing world.

Teaching Practice

Members of the Ontario College of Teachers apply professional knowledge and understanding of the student curriculum, teaching, and the changing context of the learning environment to promote student learning. They conduct ongoing assessment and evaluation of student progress. They modify and refine teaching practice through continuous reflection.

Leadership and Community

Members of the Ontario College of Teachers are educational leaders who create and sustain learning communities in their classrooms, in their schools, and in their profession. They collaborate with their colleagues and other professionals, with parents, and with other members of the community to enhance school programs and student learning.

Ongoing Professional Learning

Members of the Ontario College of Teachers are learners who acknowledge the interdependence of teacher learning and student learning. They engage in a continuum of professional growth to improve their practice.

The standards of practice for the teaching profession may be evidenced by, but are not limited to, the key elements. The following key elements are examples that expand upon the five standards of practice statements.

Key Elements

Commitment to Students and Student Learning

1. Demonstration of care and commitment Members of the Ontario College of Teachers:

- a. model for students the curiosity, enthusiasm, and joy of learning
2. help students to appreciate their own identity, to learn more of their cultural heritage, and to build self-esteem
3. demonstrate concern for student character, peer relationships, and personal aspirations.

2. Support for student learning Members of the Ontario College of Teachers:

- a. understand and use a range of teaching methods to address learning, cultural, spiritual, and language differences, and family situations
2. develop programs for students that incorporate a knowledge and understanding of human development and learning theory.

3. Equitable and respectful treatment Members of the Ontario College of Teachers:

- a. accommodate the differences in students and respect their diversity
- 2. help students to connect learning to their own life experiences and spiritual and cultural understandings.

4. Growing as individuals and as contributing members of society Members of the Ontario College of Teachers:

- a. encourage students to become active, inquisitive and discerning citizens
- 2. create opportunities for students to understand, facilitate and respond to change
- 3. reinforce the rights and responsibilities students have as citizens.

5. Assistance in becoming life-long learners Members of the Ontario College of Teachers:

- a. link the curriculum and learning experiences students to know about, reflect on, and monitor their own learning
- b. encourage students to know about, reflect on, and monitor their own learning
- c. challenge students to the pursuit of excellence.

Professional Knowledge

1. Knowledge of the student Members of the Ontario College of Teachers know:

- a. how differences arising from cultural heritage, language, family, gender, community and other factors shape experience and impact on learning
- 2. how to recognize strengths and weaknesses of students
- 3. how teaching is shaped by what is known about human development and learning
- 4. that teaching students with exceptionalities requires the use of specialized knowledge and skills.

2. Knowledge of the curriculum Members of the Ontario College of Teachers know:

- a. the subject matter
- 2. how knowledge in their subject area is created, linked to other subjects and applied to life experiences
- 3. the curriculum relevant to their subject(s)
- 4. ways to connect curriculum expectations to curriculum resources and technologies.

3. Knowledge of teaching practice Members of the Ontario College of Teachers know ways to:

- a. make knowledge and skills accessible to others

2. shape instruction so that it is helpful to students who learn in a variety of ways
3. motivate students
4. establish and modify instructional settings
5. manage time for instruction
6. establish classroom management strategies that support learning and respect the dignity of students
7. collaborate and structure interaction among students to ensure that shared learning, as well as individual learning, occurs
8. assess and evaluate student learning, student approaches to learning, and the achievement of curriculum expectations
9. communicate and collaborate with parents and others involved in the education of students.

4. Knowledge of the learning environment Members of the Ontario College of Teachers know ways to identify and respond to:

- a. change
2. the factors in a diverse and changing society that impact on learning
3. provincial legislation, local policies and procedures, and community norms that guide the decisions they make.

Teaching Practice

1. The student

Members of the Ontario College of Teachers planning for instruction:

- a. collaborate with professional colleagues to support student learning
2. apply knowledge of student backgrounds, experiences, and learning styles
3. apply knowledge of how students develop and learn
4. apply knowledge of a student's physical, social, and cognitive development
5. respond to learning exceptionalities and special needs
6. adapt teaching practice based on student achievement.

2. Curriculum

Members of the Ontario College of Teachers:

- a. adapt the methods of inquiry, content knowledge, and skills required in the curriculum.
2. link content and skills to everyday life experiences
3. integrate a variety of teaching and learning strategies, activities, and resources
4. assist students to develop and use ways to access and critically assess information.

3. Teaching and the changing context of the learning environment

Members of the Ontario College of Teachers:

- a. carry out their duties as outlined in legislation
2. establish a safe and supportive learning environment
3. establish and maintain standards for student behaviour
4. enhance the learning environment with a variety of curriculum resources and available technologies
5. organize time and space to enrich the learning environment
6. develop student activities to promote social and group responsibilities
7. use classroom management skills to enhance learning
8. apply teaching strategies to meet student needs.

4. Assessment and evaluation of students

Members of the Ontario College of Teachers:

- a. communicate clear, challenging and achievable expectations for students
2. gather data on student performance using a variety of assessment strategies
3. keep a continuous and comprehensive record of group and individual achievement
4. report and provide ongoing feedback of individual achievement to students and parents.

5. Reflection

Members of the Ontario College of Teachers

- a. integrate curriculum expectations into current teaching practice
2. reflect on current practice to determine if needs of individuals and groups of students are being met
3. modify and refine teaching practice using a variety of sources and resources.

Leadership and Community

1. Responsibility and service

Members of the Ontario College of Teachers:

- a. build trust with students, parents and the community
2. exercise professional integrity and judgement.

2. Creation of a learning community

Members of the Ontario College of Teachers:

- a. learn with and from their students, colleagues, and others in communities of learners
2. motivate and inspire through sharing their vision
3. create opportunities for students to share their learning with their classmates, schoolmates, parents and the community
4. invite parents and members of the community to share their knowledge and skills in supporting classroom and school activities.

3. Sustaining learning through innovation and change

Members of the Ontario College of Teachers:

- a. innovate and effect change through decision-making, initiating change, and evaluating and communicating results
2. engage others through shared problem-solving and conflict resolution
3. act both as team members and as team leaders
4. acknowledge and celebrate effort and success.

Ongoing Professional Learning

1. Teacher learning and student learning

Members of the Ontario College of Teachers:

- a. understand that teacher learning is directly related to student learning
2. act as role models who demonstrate lifelong learning
3. engage in a variety of learning opportunities both individual and collaborative that are integrated into practice for the benefit of student learning.

2. Professional growth

Members of the Ontario College of Teachers:

- a. recognize that continuous professional growth is an integral part of teaching
2. recognize that teaching and professional growth are influenced by personal, social, and educational contexts
3. understand that teaching practice is enhanced by many forms of knowledge, ways of knowing, and ways to access that knowledge
4. anticipate and plan the kinds of learning they will need to respond to a variety of educational contexts.

3. Improving practice

Members of the Ontario College of Teachers:

- a. demonstrate a commitment to continued professional growth
2. know that professional learning is most effective when it is job-embedded, relevant and supported by others within the educational community
3. reflect on their practice and learn from experience
4. draw on and contribute, where appropriate, to various forms of educational research
5. collaborate with colleagues to improve practice.

Ethical Standards for the Teaching Profession

The teaching profession fosters the growth of dedicated and competent educators. Members of the profession uphold the dignity and honour of the profession through their practice.

Members of the Ontario College of Teachers in their positions of trust and influence:

- maintain professional relationships with students
- recognize and respect the privileged nature of the relationship that teachers maintain with students
- demonstrate impartial and consistent respect for all students as individuals with distinctive and on-going learning needs and capacities
- respect confidential information about students unless disclosure is required by law or personal safety is at risk
- model respect for human dignity, spiritual values, cultural values, freedom, social justice, democracy and the environment
- work with members of the College and others to create a professional environment that supports the social, physical, intellectual, spiritual, cultural, moral and emotional development of students
- base relationships with parents or guardians in their role as partners in the education of students, on respect, trust, and communication
- co-operate with professionals from other agencies in the interest of students and as required by law
- act with integrity, honesty, fairness and dignity
- respect the confidential nature of information about members of the College obtained in the course of professional practice unless disclosure is required by law or personal safety is at risk
- comply with the Acts and regulations
- advise the appropriate people in a professional manner when policies or practices exist that should be reviewed or revised.

Notes Page

#8

MEMORANDUM

 Approved for distribution
 by the Director.

Signature:

J. Hatcher

Date:

Sept 1 / 00

TO: Merv Matier, Director of Education
 FROM: Krys Croxall, Superintendent of Education
 RE: **Ontario Curriculum Year-end Report 1999-2000**
 DATE: August 23, 2000

In 1997 and 1998 the Ministry of Education released the seven components of the new elementary *Ontario Curriculum*: Language (June 1997), Mathematics (June 1997), Science and Technology (April 1998), The Arts (June 1998), Health and Physical Education (June 1998), French as a Second Language (June 1998), and Social Studies, History and Geography (August 1998). There is no doubt that the challenge presented by the demand for implementation of an entirely new and rigorous curriculum in all subject areas across Grades 1 to 8 at the same time has been enormous and has presented major problems for teachers and students across the province as well as within the Hamilton-Wentworth District School Board. In addition to these curriculum documents, there have been other curricular and assessment changes over the past three years which have had a sizeable impact on schools; for example, the new *Choices into Action* document for career and guidance education and the new Provincial Report Card. The 2000- 2001 school year will see the addition of several new directives from the Ministry such as "Supports for Higher Learning".

Over the past two years the Ontario Curriculum Team has provided leadership and support for this massive level of implementation across the jurisdiction. In 1998 a two year plan was developed for managing the beginning stages of this implementation. This plan has now been expanded to four years, as attached, and provides a longer time period for our schools to progress through the various stages of implementation from awareness to full implementation and hopefully, consolidation, in the seven areas of the elementary curriculum.

Attached to this memorandum is a year-end report of the activities of teachers, administrators and consultants and the outcomes of those actions in relation to implementation of the *Ontario Curriculum* during the 1999-2000 school year.

Although our schools are still working through the implementation of the new curriculum, at various stages depending upon the subject area, there needs to be monitoring and continuous feedback to improve and refine the process even as we continue to struggle with implementation issues. Feedback information through school surveys, such as the Music Survey completed last year or the Physical Education Survey currently underway, can assist the implementation process by pointing out gaps and areas where further work or resources need to be concentrated. Also the highlighting of various subject areas from year to year for reporting purposes to the Board can ensure that all areas of the curriculum are valued and supported. Accordingly as part of the implementation plan, a monitoring component will be introduced as outlined below:

- | | |
|-------------|---|
| 2000-2001 | The Ontario Curriculum Team will be reporting on the Physical Education survey and conducting a review of implementation in the area of Mathematics, particularly related to the Hamilton-Wentworth Peel Numeracy project which has entered the final phase of the development stage. |
| 2001 - 2002 | A review of implementation in Science and Technology and a report on the state of Music in our elementary schools as a follow-up to the survey and Board recommendations of last year will be undertaken. |
| 2002 -2003 | A review of Language implementation, with particular focus on early literacy initiatives, will take place. |

Ontario Curriculum Documents	Major Initiatives 1998 - 1999	Major Initiatives 1999 - 2000	Major Initiatives 2000 - 2001	Major Initiatives 2001 - 2002
The Arts	✓ awareness	✓ awareness and beginning implementation	✓ beginning and partial implementation	✓ partial implementation
French as a Second Language: Core French	✓ awareness	✓ awareness and beginning implementation	✓ beginning implementation (F.I. Expectations - expected release) ✓ awareness	✓ partial implementation (F.I. Expectations - expected release) beginning implementation
Health and Physical Education	✓ awareness	✓ awareness and beginning implementation	✓ beginning implementation (OPHEA Curriculum Support Document - expected release) ✓ awareness	✓ partial implementation (OPHEA Curriculum Support Document) ✓ beginning implementation
Language	✓ partial implementation	✓ partial implementation	✓ partial implementation (Writing Exemplars 1999) ✓ partial implementation (Reading Exemplars 2000) ✓ awareness and beginning implementation (Literacy Guidelines 2000 - expected release) ✓ K-3 awareness and beginning implementation ✓ 4-6 development	✓ full implementation (Writing Exemplars 1999) ✓ partial/full implementation (Reading Exemplars 2000) ✓ partial implementation (Literacy Guidelines 2000) ✓ K-3 beginning/partial implementation ✓ 4-6 awareness and beginning implementation ✓ 7-8 development
Mathematics	✓ beginning and partial implementation	✓ partial implementation	✓ partial implementation (HW Peel Numeracy Project) ✓ completed release of resources ✓ partial implementation (Math Exemplars 2000 - expected release) ✓ awareness and beginning implementation	✓ full implementation (HW Peel Numeracy Project) ✓ full implementation (Math Exemplars 2000) ✓ partial implementation
Science and Technology	✓ awareness and beginning implementation	✓ beginning and partial implementation	✓ partial implementation (Science and Technology Exemplars 2000 - expected release) ✓ awareness	✓ partial and/ ✓ full implementation (Science and Technology Exemplars 2000) ✓ beginning implementation
Social Studies, History and Geography	✓ awareness and beginning implementation	✓ beginning and partial implementation	✓ beginning and partial implementation	✓ partial implementation
Other Ministry Driven Initiatives				
Choices Into Action	✓ awareness (Annual Education Plan - AEP) ✓ awareness	✓ awareness and beginning implementation (Annual Education Plan - AEP) ✓ partial and full implementation	✓ partial implementation (Annual Education Plan - AEP) ✓ full implementation	✓ partial implementation (Annual Education Plan - AEP) ✓ full implementation
Supports for Higher Learning (6, 7, 8)			✓ awareness	✓ beginning and partial implementation
Split Grade Initiatives			✓ awareness and beginning implementation	✓ partial implementation
Assessment, Evaluation and Reporting				
HWDSB Expectations-Based Planning and Assessment for the Ontario Curriculum	✓ awareness and beginning implementation	✓ beginning and partial implementation	✓ partial implementation	✓ partial implementation
Provincial Report Card (Electronic Format)	✓ awareness and beginning implementation	✓ beginning and partial implementation	✓ partial implementation	✓ full implementation
Curriculum Planner		✓ awareness	✓ awareness and beginning implementation	✓ beginning implementation

Consolidation

actions:

- all expectations are routinely taught
- plan is reviewed and refined
- integration across subjects and strands is commonplace
- few, if any obstacles remain
- teaching and assessment strategies have become varied and appropriate

Full Implementation

actions:

- all units / modules / themes / topics have been aligned with the expectations of the curriculum
- integration across strands and subjects has occurred frequently
- plan for on-going implementation
- most obstacles have been overcome
- a variety of assessment strategies utilized
- strategies for refining specific areas of the curriculum are identified

Partial Implementation

actions:

- revised and piloted units are implemented
- on-going in-service is attended and requested as needed
- plans for full implementation are finalized, with inclusion of parental input
- obstacles are eliminated systematically
- integration with other new curricula has begun to occur
- assessment strategies are reviewed and refined

Beginning Implementation

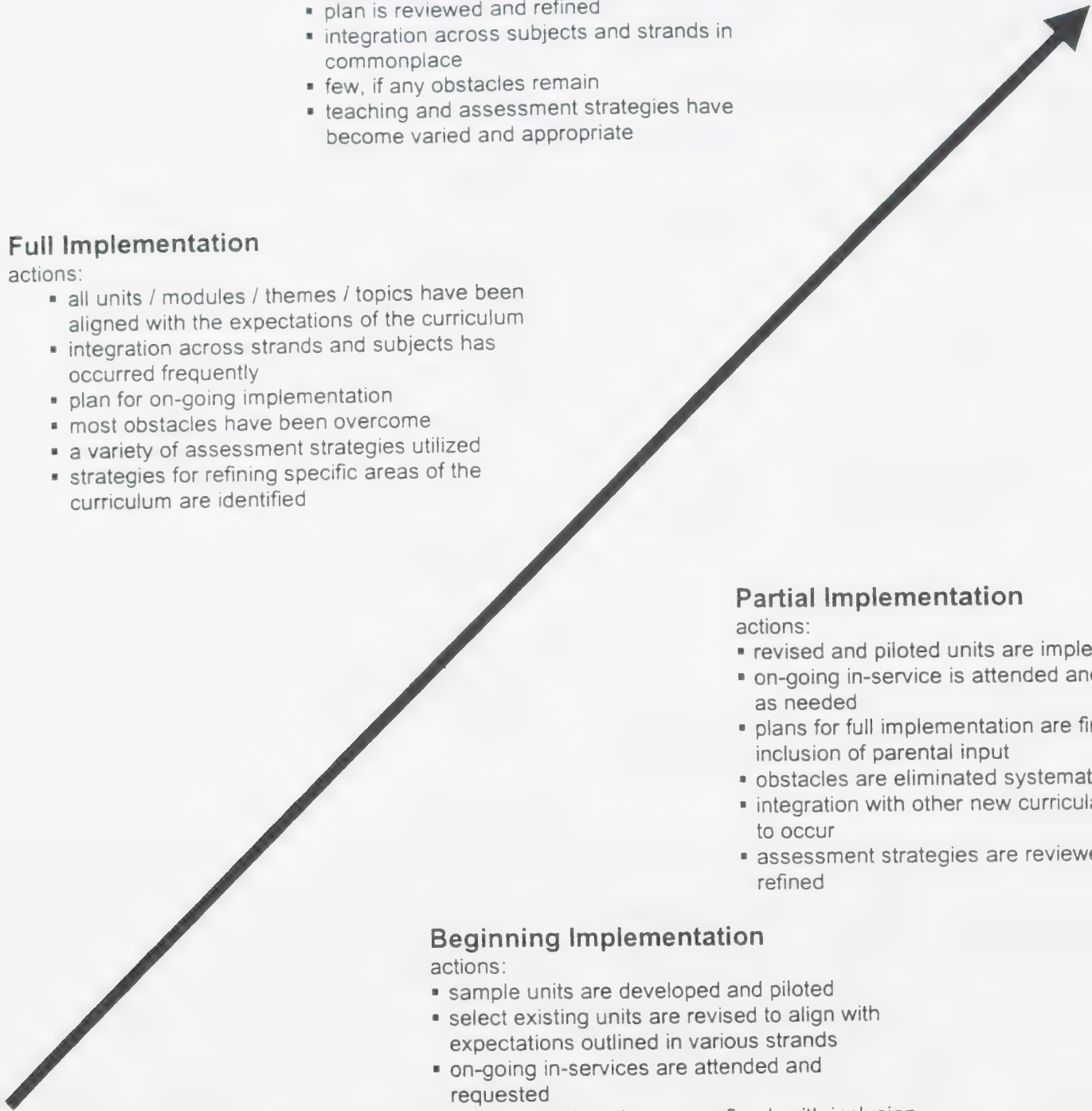
actions:

- sample units are developed and piloted
- select existing units are revised to align with expectations outlined in various strands
- on-going in-services are attended and requested
- implementation plans are refined, with inclusion of parental input
- obstacles to overcome are noted
- some new assessment strategies are employed

Awareness

actions:

- document is studied
- changes from previous curriculum are identified and an informal gap analysis is performed
- in-services on documents are attended
- new methods of assessment are considered
- plans for beginning implementation are established



**ONTARIO CURRICULUM IMPLEMENTATION
YEAR END REPORT
1999-2000**

Ontario Curriculum Team

Ontario Curriculum Consultants: *Joanne Languay*
Carol MacKenzie
Claudette Sims
Ken Sanford
Jenn George
Mary Jean Tyczynski
Janet Van Duzen

Ontario Curriculum
Special Assignment Teachers: *Scott Sincerbox*
Debbie Sprentz
Rosemary Coomber (Acting)

ONTARIO CURRICULUM IMPLEMENTATION YEAR END REPORT 1999-2000

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AREA OF FOCUS	ACTIONS	OUTCOMES
1.0 Implementation of a multi-year curriculum implementation and staff development plan for the Ontario Curriculum (Year 2)	1.1 Aligning curriculum expectations, instruction & assessment in the implementation of all O.C. curriculum documents and related initiatives such as Curriculum Unit Planner, Provincial Report Card, and <i>Choices into Action</i>	1.1.1 All new system modules have been written with the new electronic Curriculum Unit Planner.
		1.1.2 In-service was provided to module writers and pilot teachers (social studies, MAPS and arts modules).
		1.1.3 Four optional in-service sessions were provided for interested teachers in after school sessions and three were scheduled for Summer Institute 2000.
		1.1.4 A day of mandatory system in-service for one teacher from every school was delivered by the Information Technology and Ontario Curriculum Teams in June 2000 provided hands-on training regarding the Planner's capabilities and potential as a resource tool to support effective curriculum implementation and design
		1.1.5 Two optional in-services were directed specifically at administrators.
	1.2 Implementation of cluster plans and utilization of the O.C. consultants & special assignment teachers to support in-service designed to meet cluster needs	1.2.1 O.C. Team support was provided to cluster staff development plans to meet local implementation needs and encourage teacher leadership growth (see attached sample cluster plan report - Appendix A).
	1.3 PAT administrators providing input and feedback on major curriculum assessment & program	1.3.1 PAT met monthly during the 1999-2000 school year and provided advice re in-service, EQAO, resource development and distribution, scheduling, etc.
	1.4 Utilization of Ministry in-service funding to support elementary curriculum implementation	1.4.1 Train-the-trainer in-services with release time provided for major system training in Science & Technology, Mathematics, Reading Exemplars, & the Curriculum Unit Planner.
	1.5 Completing initiatives for the subject areas as outlined in the 1998-2000 two-year plan: major system focus areas of Language, Mathematics, Science and Technology with optional in-services offered in other areas	1.5.1 Activities were completed as outlined in the following subject reports. 1.5.2 The two-year implementation plan was expanded to four-years and included new Ministry Expectations (e.g. Support for Higher Learning).

AREA OF FOCUS	ACTIONS	OUTCOMES
2.0 Science and Technology	2.1 Implementation through development and revision of 32 grade-specific Science and Technology modules written in conjunction with the Peel District Board and through mandatory train-the-trainer in-service with resources provided for every school	2.1.1 In-service with release time was provided for all schools over nine half-days in October 1999. Two hundred thirty-five (235) teachers and 26 administrators attended for an in-depth exploration of the processes of scientific inquiry and technological design focusing on assessment and teaching/learning strategies through practical hand-on experiences.
		2.1.2 Science and Technology modules were revised based upon feedback from the field-testing. Most final versions were released throughout the year (with the remainder ready for fall 2000). Other resources such as an in-service videotape, reference resources and black line masters were provided for every school.
	2.2 Offering optional division-oriented in-service utilizing teacher presenters as well as consultative staff	2.2.1 Primary and junior "storefront" in-services were offered with a particular focus on modules (final performance assessment, sharing of ideas and practical suggestions for implementation) in November 1999.
		2.2.2 A Study of Soils workshops for Grade 3 teachers was presented by Agri-Food several times during the school year.
		2.2.3 Cluster-based in-service sessions were offered in County East (November and May) and Mountain East (May)
	2.3 Development of Science Kits in conjunction with Kit Services	2.3.1 Pilot/prototype science kits were developed in 1999-2000 school year and some were field-tested.
		2.3.2 Multiple copies of Grade 6, 7 and 8 module kits were "under construction" during summer 2000 for circulation in 2000-2001.
	2.4 Offering schools the opportunity to participate in Science Olympics	2.4.1 A committee of consultants, administrators and teachers planned and organized a two-day April Science Olympics event for Grade 5 and 6 students. Approximately 325 students from 32 schools participated in the events designed to challenge students to collaboratively solve science tasks/problems. 2.4.2 Plans are underway for an expanded offering next year on three dates in April 2001.
	2.5 Encouraging attendance of teaching staff at STAO (Science Teachers Association of Ontario) November Conference	2.5.1 Over 100 teachers participated for at least one day in the conference as a result of the purchase of bulk registrations.

AREA OF FOCUS	ACTIONS	OUTCOMES
3.0 Language	<p>3.1 Developing Literacy Guidelines for the Board</p> <p>3.2 Providing in-service opportunities for the Ministry Writing Exemplars as well as related assessment materials (e.g. Peel Writing Scales, GO Writing) to assist in the improvement of student performance</p> <p>3.3 Providing continuing support for early literacy initiatives (Reading Recovery, Writing to Read, All Star, etc.)</p> <p>3.4 Implementation of a First Steps Pilot Project to support teachers with strategies for literacy development Grades K through 8</p> <p>3.5 Reporting on the effectiveness of the Writing to Read program</p> <p>3.6 Offering the Oral Communication Festival to interested schools</p>	<p>3.1.1 From November to May 2000 a writing committee of teachers, guided by parameters developed by a steering committee of stakeholders and experts, developed the primary (K to Grade 3) Literacy Guidelines which were presented to the Board in June 2000. In-service will be offered to schools in the fall of 2000.</p> <p>3.1.2 Plans were underway to add a junior (Grade 4 – 6) section to the document. Development will take place over the 2000-2001 school year.</p> <p>3.2.1 Eight optional system sessions were offered for teachers and administrators in 1999-2000. Approximately 270 teachers and 20 administrators attended.</p> <p>3.2.2 Cluster-based sessions were offered as requested in County East, Mountain West and City East clusters.</p> <p>3.3.1 Five in-service sessions were presented on early intervention reading and writing strategies with approximately 85 teachers and administrators in attendance.</p> <p>3.4.1 Eight schools opted to participate in the pilot and began 10 hours of intensive in-service (for all teaching staff) in order to implement the first of four strands in the pilot. Full implementation is a four-year process for each school.</p> <p>3.4.2 All administrators were provided with a brief in-service on the First Steps program through cluster meetings. Eight teacher awareness sessions were also offered before any schools opted into the pilot.</p> <p>3.5.1 Teachers participated in pre and post testing of students at all Writing to Read sites as well as completing school information surveys. Due to lack of research expertise and assistance, analysis of data could not be completed and the Board did not receive the report as expected.</p> <p>3.6.1 A committee of consultants and administrators organized the system-wide event and provided in-service and support materials for schools that focused on classroom instruction and competition leading to school and cluster finals held by February 9. Board finals for Junior and Intermediate students took place on March 9, 2000</p>

AREA OF FOCUS	ACTIONS	OUTCOMES
3.7	Providing in-service opportunities for the Ministry Reading Exemplars	<p>3.7.1 Almost all schools were in-serviced in April and May through six half-day sessions with release time provided for two teachers per school. Follow-up sessions to in-service the missed schools were held in June or scheduled for September.</p> <p>3.7.2 Two abbreviated sessions for administrators were also offered.</p>

AREA OF FOCUS	ACTIONS	OUTCOMES
4.0 Mathematics	<p>4.1 Continuing implementation through the components of the Peel Hamilton-Wentworth Numeracy project:</p> <ul style="list-style-type: none"> ➤ providing system-wide train-the-trainer in-services regarding components of the Peel Hamilton-Wentworth Numeracy project with a particular emphasis on assessment ➤ field-testing and revision of the remaining two strands of the project ➤ development using the Curriculum Unit Planner, field-testing and revision of nine cross-stranded mathematics units (MAPS) (one per grade level) to serve as model resources for mathematics planning, instruction and assessment <p>4.2 Optional in-services to support mathematics instruction and assessment and EQAO Action Plans: Communication in Mathematics, Manipulatives, Problem solving, Calculators in the Mathematics Program, Integrating Computers etc.</p> <p>4.3 Continuing participation in Impact Math</p>	<p>4.1.1 Two hundred and ten teachers and sixty administrators were trained with half-day release time during eight sessions in the fall of 1999. All schools received copies of assessment resources.</p> <p>4.1.2 Fifty-one teachers field-tested the final two strands of the Numeracy project (Data Management and Probability, Number Sense and Numeration).</p> <p>4.1.3 Several schools already implementing the released strands received follow-up in-service as requested focusing on planning and assessment using the components of the project (expectations continuum, scales, tasks, anchors).</p> <p>4.1.4 The Math Assessment Project cross-stranded units released in October 1999 were so well received that three split grade modules were developed during the summer of 2000 for implementation in the fall. Several boards across the province have purchased or exchanged resources for our MAP units.</p> <p>4.2.1 Numerous in-services were delivered on request at the cluster and school level based on identified needs in mathematics that were reflected in the EQAO Action Plans. Teacher presenters were included in many of these sessions. In accordance with the system EQAO Action Plan these in-services included/embedded the following:</p> <ul style="list-style-type: none"> ➤ Gender and mathematics ➤ The use of tools (manipulatives, calculators, computer applications) ➤ opportunity for participants to level work (what does a Level 1, 2, 3 and 4 performance look like?) ➤ opportunity for participants to identify whether or not tasks allow for a Level 4 performance <p>Over two hundred and fifty teachers and administrators participated in these optional sessions</p> <p>4.3.1 Hamilton-Wentworth was invited to participate with four other boards in the Ministry Junior Mathematics Writing project with modules to be released across the province in the fall of 2000. Our board wrote two Grade 4 units in February 2000</p>

AREA OF FOCUS	ACTIONS	OUTCOMES
5.0 Social Studies, History and Geography	5.1 Delivery of awareness in-services for Social Studies	5.1.1 In-services provided for schools who missed these sessions in 1998-99. Approximately 100 teachers attended.
	5.2 Development, piloting and revision of Grade 1 to 6 Social Studies modules using the Curriculum Unit Planner	5.2.1 Modules were developed and in-serviced at optional sessions for teachers interested in piloting during the fall of 1999. Approximately 160 teachers attended the six sessions
		5.2.2 Teacher feedback was used to revise modules during the summer of 2000 with expected release for fall 2000.
		5.2.3 New split grade modules were developed for Social Studies and History/Geography in the summer of 2000.
		5.2.4 Modules exchanged with the Grand Erie and Waterloo District School Boards will be available for release in the fall of 2000.
	5.3 Delivery of awareness in-services for History and Geography	5.3.1 In-services were provided for schools who missed these sessions in 1998-99. 5.3.2 Publisher displays of new materials/resources were organized.

AREA OF FOCUS	ACTIONS	OUTCOMES
6.0 The Arts	<p>6.1 Delivery of awareness in-service on the Arts document</p> <p>6.2 Planning and delivery of Arts Revive in-services - an integrated approach to Arts instruction with hands on practical workshops directly connected to Ontario Curriculum expectations with assessment tools and techniques provided</p> <p>6.3 Coordination of teacher "packages" for Theatre Aquarius productions to meet Ontario Curriculum expectations</p> <p>6.4 Development, piloting and revision of eight grade specific integrated Arts modules utilizing the Curriculum Unit Planner</p> <p>6.5 Providing support to system Music programs</p> <ul style="list-style-type: none"> ➤ Instrumental Music Program funding ➤ Music survey to ascertain status of music programs presented to Board ➤ Music in-services offered 	<p>6.1.1 Completion of Arts document awareness sessions for those schools that had missed attendance in 1998-99. Approximately sixty teachers attended three sessions.</p> <p>6.2.1 A committee of teachers and consultants planned the series of in-services running from January to June 2000.</p> <p>6.2.2 Twelve sessions involving approximately 250 teachers provided opportunities for teachers to be actively involved in arts activities for transfer to the classroom. Teachers were provided with support materials with appropriate and effective instructional and assessment strategies by guest presenters and teacher leaders.</p> <p>6.3.1 Packages were developed by a writing team and distributed to schools to support theatre experiences in connections with implementation of Ontario Curriculum expectations.</p> <p>6.3.2 A special tour and workshop was offered for teachers at Theatre Aquarius.</p> <p>6.4.1 Eight cross-stranded modules were written during the summer of 1999</p> <p>6.4.2 Two in-service sessions attended by approximately 60 teachers resulted in schools volunteering to pilot the eight modules during the school year. Teacher feedback provided the basis for revisions which were completed during the summer of 2000. General release of modules is scheduled for fall 2000</p> <p>6.5.1 Music in-services aimed at those responsible for music implementation, and in particular for those without formal music training, were offered at cluster and school request. Approximately 75 teachers attended two sessions</p> <p>6.5.2 The Instrument Music Incentive Grant provided \$15,000 to Ancaster Senior and Dundas District to start new instrumental programs.</p> <p>6.5.3 The survey of music programs in the board indicated a need for more trained music teachers to be hired for the Board's staffing complement and for a consistent level of support to be provided through school budgets to support programming needs. The survey will be updated in 2001-2002 to monitor progress.</p>

AREA OF FOCUS	ACTIONS	OUTCOMES
7.0 French as a Second Language	<p>7.1 Delivery of in-services to support Core French teachers and French Immersion teachers</p> <p>7.2 Purchasing "Getting Assessment Right" document to assist French teachers in improving their assessment practices</p> <p>7.3 Continuing to translate new modules and resources for French Immersion schools</p>	<p>7.1.1 A number of well-attended in-services were offered on a variety of topics for Core French teachers. Forty-eight teachers participated in three sessions on dealing with combined grades and were provided with resources such as an organizer with differentiated expectations. Sixty-nine teachers participated in three sessions on assessment practices and report cards. In addition, there was a session offered on IEP's and ESL in FSL in May 2000.</p> <p>7.1.2 A number of in-services were offered for French Immersion teachers: creating a novel study, assessment techniques, and awareness of new Immersion expectations from Ministry.</p> <p>7.2.1 Document was purchased and distributed through in-service.</p> <p>7.3.1 Continued translation of Science and Technology and Social Studies modules was funded</p>

AREA OF FOCUS	ACTIONS	OUTCOMES
8.0 Health and Physical Education	<p>8.1 Delivery of awareness level in-services</p> <p>8.2 Continued piloting of the IDEAs Program (sexual health expectations from the Ontario Curriculum document - Grades 6 and 7)</p> <p>8.3 Providing resources for the support of Health and Physical Education programming through purchase and writing projects:</p> <ul style="list-style-type: none"> ➤ purchasing primary physical education resources for schools ➤ involvement in OPHEA provincial writing project ➤ working with Public Health to develop a Growth and Development curriculum for Grades 5 - 8 ➤ working with Public Health and other agencies to offer pilot opportunities to support implementation of Ontario Curriculum expectations for daily physical education, heart health, nutrition, safety, etc. 	<p>8.1.1 In-service was offered through two sessions to those schools who had missed the general sessions offered in 1998-1999. Sixteen teachers attended</p> <p>8.2.1 In October and November 1999 IDEAs awareness sessions were offered for continuing schools as well as schools new to the pilot as it continued into Grade 7 from its Grade 6 base. Fifteen teachers and one administrator attended the in-services.</p> <p>8.3.1 Johnson Publications K-3 Resource Units were purchased, printed and distributed through in-service. Eighty-four teachers attended four workshops to become familiar with the resource including assessment tools, safety considerations and general contents.</p> <p>8.3.2 In February 2000 Quality Daily Physical Education system awareness sessions were offered. Fifty teachers and two administrators attended. Some schools volunteered to participate in a pilot and school in-service was offered at interested sites in March and April 2000.</p> <p>8.3.3 A team of writers participated in the OPHEA writing project. As a result our Board will have access to a complete Grade 1 to 8 package of lesson plans and resources to meet all the expectations of the elementary Health and Physical Education curriculum in the fall of 2000.</p> <p>8.3.4 A Growth and Development support package was developed with the Public Health Department and piloted in a large number of schools across the system. Before the pilot sixty-three teachers attended in-service sessions related to the grade-specific packages. Feedback from teachers and parents is being used to revise the package for release in fall 2000.</p> <p>8.3.5 Healthy Eating in-service for primary, junior and intermediate teachers was offered through the Dairy Farmers of Ontario in February 2000. Twenty-four teachers attended.</p>

AREA OF FOCUS	ACTIONS	OUTCOMES
9.0 Choices into Action	9.1 Supporting the implementation of <i>Choices Into Action</i> , TAGs and the Annual Education Plan as mandated by the Ministry through in-service and information distribution	<p>9.1.1 Cluster -based in-service was offered to support TAG's and the use of the Annual Education Plan at the Grade 7-8 level. Approximately sixty teachers and administrators participated in three sessions (two in County East, one in County West).</p> <p>9.1.2 During 2000 Annual Education Plans (final version released by the Ministry) were printed and distributed to schools for Grades 7, 8 and 9 students.</p> <p>9.1.3 Further in-service was offered to meet cluster requests in spring 2000.</p> <p>9.1.4 Board team participation in mandated Ministry training for Grades 1-6 implementation took place with system level in-services slated for fall 2000.</p>

AREA OF FOCUS	ACTIONS	OUTCOMES
<p>10.0 Provincial Report Card</p>	<p>10.1 Supporting the implementation of the electronic Provincial Report Card in collaboration with the Information Technology Team:</p> <ul style="list-style-type: none"> ➤ new relational version in 46 schools ➤ implementation of eTeacher ➤ providing in-service to schools on building effective report card comments ➤ managing the provincial funding through appropriate distribution to schools <p>10.2 Revising "The HWDSB Support for the Guide to the Provincial Report Card" in conjunction with Information Technology, Special Education and ESL consultants</p>	<p>10.1.1 Report card comment building in-services delivered by representatives from the OC Team and special education consultants were held in the fall of 1999. Eleven sessions were held for teachers and two sessions for administrators. Approximately 650 teachers and administrators attended the sessions. An additional 12 sessions for teachers were offered in Term 2 utilizing teacher experts. Another session for administrators focused on specific questions relating to report card completion and logistics. Need for support in-service in Term 3 dropped dramatically attesting to increased teacher comfort level. Overall 900 teachers and 60 administrators attended training sessions.</p> <p>10.1.2 The eTeacher software was introduced through five after school in-service sessions. Approximately 70 teachers attended.</p> <p>10.1.3 Sample report card comments as models were distributed to all schools. A frequently asked questions and answers document was produced. Similar information was posted on the HWDSB website</p> <p>10.1.4 Sample report cards collected from each school and submitted to the Ministry as required.</p> <p>10.1.5 Numerous technology-based sessions delivered by the Information Technology Team supported the new electronic report card (relational version) implementation. Three full days and one half day of in-services with release time provided for teachers were organized. Approximately 80 teachers and two administrators were trained at the teacher sessions. Four "drop in" sessions for administrators were held and 40 administrators took advantage of the opportunity to learn more about the electronic report card.</p> <p>10.2.1 The Guide was revised during the school year. However, pending Ministry direction regarding a provincial review of the report card and rumoured changes to procedure for 2000-2001, the printing and distribution of the revised guide have been delayed.</p>

AREA OF FOCUS	ACTIONS	OUTCOMES
11.0 E.Q.A.O.	<p>11.1 Development of the required Board reports and analyses of EQAO results, including the Board Action Plan (multi-year)</p> <p>11.2 Assistance to schools for all phases of the EQAO process</p> <p>11.3 In-service designed to help teachers improve their skills and strategies for the improvement of student reading, writing and mathematics performances</p> <p>11.4 Collaboration with special education and ESL consultants to design and provide in-service to address the needs of teachers working with ESL and/or special education students through the EQAO assessments</p>	<p>11.1.1 Board reports were developed and presented as follows:</p> <ul style="list-style-type: none"> ➤ Initial Board Report provided some direction for schools in developing their own school responses and action plans (December 1999) ➤ System Action Plan provided direction for system staff development (April 2000) <p>11.2.1 In-services and information newsletters/memos were provided on a regular basis.</p> <p>11.2.2 Optional administrator in-services on creating the school's EQAO summary page were offered in October 1999. Thirty-five administrators attended.</p> <p>11.2.3 Optional administrator in-services on creating an effective school action plan for improvement were offered in January 2000. Sixty-five administrators attended.</p> <p>11.2.4 Optional in-services and support for administrators on administering the assessment were also offered.</p> <p>11.3.1 Cluster and system in-services related to improvement of reading, writing and mathematics performance were offered (see Language and Mathematics sections).</p> <p>11.3.2 In March 2000 four workshops on what teachers can do to prepare students for EQAO assessments all year were offered. One hundred and eighty teachers and eight administrators attended.</p> <p>11.3.3 Training sessions were provided for all Grade 3 and 6 teachers new to administering the EQAO assessment (half day release time provided).</p> <p>11.4.1 In-service was offered on the role of the ESL teacher in the EQAO assessment in March 2000. Forty-five teachers and five administrators attended.</p>

CURRICULUM IMPLEMENTATION/STAFF DEVELOPMENT 2000 - 2001

Area of Focus	Outcomes to be Achieved	Strategies/Timelines Responsibilities	Indicators/Results Data	Review
Choices into Action Annual Education Plan TAGs Social Skills	<ul style="list-style-type: none"> increase in teacher awareness and appreciation 	<ul style="list-style-type: none"> introductory workshop and follow-up workshops for Grade 7 and 8 teachers to include, policy, resources, strategies and activities delivered by consultants and cluster teacher experts organized by a cluster committee of teachers and administrators: Gary Moncur, Klara Owen, Kenn Kraeker, Carol Phillips after school in October and November P.A. Day, after school in January and February 	<ul style="list-style-type: none"> teacher attendance at workshops increase in teacher knowledge and implementation implementation of AEP for all students in Grade 7 and 8 	<ul style="list-style-type: none"> introductory workshop Nov. 1, 1999 follow-up workshops April 4, 2000 am Grade 8 to 9 Transition sharing between elementary and secondary teachers pm workshop Grade 6, 7, 8 (and 9 representative) focus on preparing the Annual Education Plan
EQAO Response	<ul style="list-style-type: none"> development of skills needed to analyze EQAO data and formulate a school plan 	<ul style="list-style-type: none"> workshop for administrators, school council reps, and teachers on analyzing EQAO data and formulating a school plan delivered by consultants and cluster experts organized by a cluster committee of consultants and administrators: Val Stephens-Brockbank 	<ul style="list-style-type: none"> increased participation by teachers, school council members and administrators in analyzing the EQAO data and formulating a school response increased comfort level in the analysis of the EQAO data and formulating a school plan 	<ul style="list-style-type: none"> inservice-administrators by consultants on Jan. 19, 2000 school council reps and teachers by principals at individual schools principals' focus group expanded strategies on Feb. 4, 2000
Literacy	<ul style="list-style-type: none"> improved student performance in grade level expectations 	<ul style="list-style-type: none"> workshops for primary, junior and intermediate teachers delivered by consultants, special assignment teachers, and cluster teacher experts organized by a cluster committee of teachers and administrators: Janet Watt, Dave Rogers, Janis Blimkie 	<ul style="list-style-type: none"> EQAO results 2000 increase in teacher knowledge 	<ul style="list-style-type: none"> primary literacy workshops Nov. 1, 1999 further inservice at system level April/May 2000

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Area of Focus	Outcomes to be Achieved	Strategies/Timelines Responsibilities	Indicators/Results Data	Review
Science and Technology	<ul style="list-style-type: none"> increase in teacher awareness, skills and knowledge of a hands-on approach to science and technology 	<ul style="list-style-type: none"> hands-on, practical workshops for divisions or specific grade levels delivered by consultants, special assignment teachers and cluster teacher experts organized by a cluster committee of teachers and administrators: Brian Robertson, Dave MacKenzie after school in January/February (dates tentative) 		<ul style="list-style-type: none"> ✓ workshop on Nov. 1, 1999
	<ul style="list-style-type: none"> improved student performance in grade level expectations increased teacher awareness, knowledge and implementation of the inquiry and design process (and use of the Peel Scales of Scientific Inquiry and Technology Design) 	<ul style="list-style-type: none"> workshops by division for teachers delivered by consultants and special assignment teachers organized by consultants and cluster administrators: Brian Robertson, Dave MacKenzie November P.A. Day and after school in January 	<ul style="list-style-type: none"> teacher attendance at workshops teacher implementation of modules principal observation/analysis of science program 	<ul style="list-style-type: none"> ✓ "Science sharing" May 31, 2000.

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Areas of Focus	Outcomes to be Achieved	Strategies/Timelines Responsibilities	Indicators/Results Data	Review
Numeracy	<ul style="list-style-type: none"> • improved student performance in grade level expectations • increase in teacher awareness and use of problem-solving strategies • increase in teacher knowledge and use of manipulatives or calculators • to be determined by common cluster results 	<ul style="list-style-type: none"> • workshop(s) on problem-solving for primary, junior and intermediate teachers. • delivered by consultants, special assignment teachers and cluster teacher experts • organized by a cluster committee of teachers and administrators: Diana Furry, Gord Lister, Diane Page • after school in October and November P.A. Day, after school in January and February • workshop(s) on base ten, decimal rings, etc. 	<ul style="list-style-type: none"> • EQAO results 2000 • increase in teacher knowledge/use • principal observation of problem-solving strategies in use • teacher attendance at workshop(s) • as above 	<ul style="list-style-type: none"> ✓ communication in math workshop Feb. 17, 2000 ✓ math manipulatives workshops Nov. 1, 1999 ✓ math manipulatives follow-up inservice Apr. 27, 2000

#9

MEMORANDUM

Date: September 7, 2000

To: Merv Matier
Director of Education

From: Elizabeth Bond
Superintendent of Education

Re: Status Report: 1999-2000 Secondary School Reform Implementation Plan
and 2000-2001 Secondary School Reform Implementation Plan

Approved for distribution by the Director.	
Signature:	<i>Elizabeth Bond</i>
Date:	<i>Sept 1 / 00</i>

Recommended Actions:

Moved by ----- that the Status Report: 1999-2000
Secondary School Reform Implementation Plan be received for information

Moved by ----- that the 2000-2001 Secondary School
Reform Implementation Plan be received for information

In September 1999, the Board approved the 1999-2000 Secondary School Reform Implementation Plan, which identified needs and expected outcomes in 8 areas of focus as well as the timelines and the methods and resources that would be used to address the needs and meet the expected outcomes. For your information, the Status Report of the 1999-2000 Plan is included in Appendix A.

Appendix B introduces the Secondary School Reform Implementation Plan for 2000-2001. The 2000-2001 Plan extends some parts of the previous year's plan as well as including some new initiatives. The 2000-2001 Plan is the result of consultation, input and feedback from students, parents, and elementary and secondary teachers, principals and vice principals and through meetings with the Special Education Advisory Committee, the 8 Secondary School Reform Committee Chairs, the Principals and Vice principals, my Principal Advisory Team, and the Secondary School Reform Steering Committee. The 2000-2001 Plan meets the requirements outlined in the Ministry Policy documents Ontario Secondary Schools, Grades 9-12 1999 and Choices into Action 1999 and appropriate Program/Policy Memoranda.

The 2000-2001 Plan continues to focus on a balance between provincial and system expectations and school-based implementation strategies that expand school-level leadership and participation. Ongoing and regular feedback from students, parents and staff will continue to be built into each secondary school's Implementation Plan. The Secondary School Reform Steering Committee has scheduled regular meetings for 2000-2001 to monitor the implementation of the Plan. Regular updates will be provided to Executive Council and Trustees regarding the status of the initiatives outlined in the Plan.

The cost to the Board to implement the Plan, as presented, is included in the 2000-2001 Board approved Budget.

STATUS REPORT: SECONDARY SCHOOL REFORM 1999-2000 IMPLEMENTATION PLAN

Area of Focus	Identified Need	Who	Expected Outcomes	Achieved Outcomes
ASSESSMENT, EVALUATION and REPORTING	<ul style="list-style-type: none"> Inservice and planning time for Expectation-Based Curriculum Planning Assessment Planning including Rubrics and other Assessment Strategies Aligning Levels of Achievement and Percentage Grades Provincial Report Guide Guide to the Provincial Report Card Working with an electronic version IEP process 	<p>System: Assessment, Evaluation and Reporting Committee Chair: Kathie Hibbins</p> <p>School: Principals/Vice Principals, Department Heads, Teachers</p>	<ul style="list-style-type: none"> Awareness of changes to assessment, evaluation and reporting process Preparation for the implementation of Expectation-Based Curriculum Planning beginning in September 2000 Support document for the Guide to the Provincial Report Card is available to staff Teachers using an electronic version of the Provincial Report Card Teachers and LRT's familiar with and able to create an IEP which will meet student need Teachers aware of strategies for modifying program for students with an IEP 	<ul style="list-style-type: none"> Ministry Phase III Training for School Implementation Teams – focus on assessment, evaluation and reporting Parent Information Brochure created by Ontario Principals' Council was provided to schools. Teachers introduced to electronic reporting of the Provincial Report Card Subject representatives provided inservice for creating report card comments Bank of report card comments created and provided to schools for use with Treviack Phase IV Training for School Implementation Teams—one area of focus on IEP, accommodations and modifications for students
CHOICES INTO ACTION	<ul style="list-style-type: none"> Awareness of policy document and its implications Planning for implementation including Program Advisory Teams and Program Effectiveness Survey Inservice for staff – The Annual Education Plan and Teacher Advisor Program Expanding of Teacher Advisor Program to Grade 10 beginning in September 2000 	<p>System: Choices Into Action Committee Chairs: Stella Green-Gibson Sharon Stephanian</p> <p>School: Principals/Vice Principals, Student Services Staff, Teacher Advisors</p>	<ul style="list-style-type: none"> Plan in place for the implementation of the Program Advisory Team(s) Program Effectiveness Survey strategy is established Teacher Advisors and Guidance Counsellors are prepared to assist students in the preparation of the Annual Education Plan School plans are in place for the inclusion of Grade 10 students in the Teacher Advisor program beginning in September 2000 	<ul style="list-style-type: none"> Template for Choices Into Action Program Plan provided to schools Program Advisory Teams established in schools Inservice provided for Program Advisory Teams Annual Education Plans printed for students in Grade 7-9 Information and inservice provided for teacher advisor on preparation of the Annual Education Plan

STATUS REPORT: SECONDARY SCHOOL REFORM 1999-2000

IMPLEMENTATION PLAN

Area of Focus	Identified Need	Who	Expected Outcomes	Achieved Outcomes
COMMUNITY INVOLVEMENT	<ul style="list-style-type: none"> Development of a Policy on Community Involvement Identified list of acceptable activities for community involvement Preparation of an information document outlining roles and responsibilities of all participants Course Calendar Insert Forms for recording community involvement 	System: Community Involvement Committee Chair: Susanne Dube School: Principals/Vice Principals	<ul style="list-style-type: none"> Policy on Community Involvement in place Information booklet prepared and distributed Students and parents informed of the process for completing and recording hours for the communicate involvement 	<ul style="list-style-type: none"> Information booklet has been created Sample tracking forms have been created Public Relations department is investigating the formatting of this information.
CURRICULUM	<ul style="list-style-type: none"> Inservice and planning time for Implementation of Grade 9 curriculum Preparation for the implementation of Grade 10 curriculum Integration of technology education across the curriculum 	System: Curriculum Implementation Committee Chair: Krista Brodersen School: Department Heads, Teachers	<ul style="list-style-type: none"> Grade 9 Curriculum Policy Documents implemented Working towards consolidation of Grade 9 curriculum for the 2000-2001 school year (See Curriculum Implementation Committee Implementation Plan attached) Awareness of and preparation for the implementation of the Grade 10 Curriculum Policy Documents 	<ul style="list-style-type: none"> Subject representatives attended Ministry training for the Grade 9 Course Profiles in September. Subject/Heads Groups have planned inservice and workshops based on subject need. (Appendices) Funding provided through SSR budget. Phase IV Training includes curriculum Subject Specific Training for Grade 10 provided by the Ministry in May 2000
GRADE 10 READING AND WRITING TEST	<ul style="list-style-type: none"> Preparation and process for the administration of the test in fall of 2000 	System: Committee for the Grade 10 Reading and Writing Test Chair: Carol Gillespie Leeann Yarwood School: Principals/Vice Principals, Department Heads, Teachers	<ul style="list-style-type: none"> Teachers prepared to administer the Grade 10 Reading and Writing Test 	<ul style="list-style-type: none"> On-going sharing of known information Board schools participated in the pilot and field testing Inservice for teachers of English, Mathematics, Science and Geography Package of materials for preparing students for the test was purchased and shared at the inservice.

STATUS REPORT: SECONDARY SCHOOL REFORM 1999-2000 IMPLEMENTATION PLAN

Area of Focus	Identified Need	Who	Expected Outcomes	Achieved Outcomes
REMEDIAL INSTRUCTION	<ul style="list-style-type: none"> Remedial programs for students needing assistance 	System: Remedial Program Committee Chair: Peter Nilsson School: Department Heads, Teachers	<ul style="list-style-type: none"> Resource package available to schools to assist in the planning of remedial instruction Remedial instruction in place for students needing assistance in September 2000 	<ul style="list-style-type: none"> Reviewed remediation activities and programs currently in use in the District Exploration of the viability of electronic resources available to schools via internet Exploring timetable structures for delivery of remediation modules
TRANSITIONS	<ul style="list-style-type: none"> Planning and process for assisting student to make transition from Grade 8 to 9 Promotion Issues Information re Grade 10 Reading & Writing Test provided to Grade 7/8 teachers Annual Education Plan 	System: Transitions: Grade 8 to Grade 9 Committee Chair: Dave Hutton School:	<ul style="list-style-type: none"> A system-wide procedure will be in place to assist exceptional and at-risk students to make the transition from Grade 8 to Grade 9 in the year 2000 Grade 7/8 teachers will have information regarding the Grade 10 Test of Reading and Writing Skills A process will be in place to facilitate the transferring of Annual Education Plans from feeder schools to secondary schools. 	<ul style="list-style-type: none"> Creation of a "user-friendly" data flow process is in process. This would assist schools in providing adequate information to secondary schools regarding new students. Recommended and in process of planning for a late August summer school for "at-risk" students entering Grade 9 in September
PLANNING FOR STUDENTS IN VOCATIONAL PROGRAMS	<ul style="list-style-type: none"> Review and planning for programs to meet student needs and MET requirements Preparation of a report including recommendations to be presented to trustees Inservice and planning time for staff for new Grade 9 curriculum including locally developed courses; preparation for Grade 10 	System: Alternative Program Advisory Committee CoChairs: Barb Ridley Liz Shuttleworth Curriculum Implementation Committee School: Principals/Vice Principals and Department Heads	<ul style="list-style-type: none"> Report with recommendations presented to Education Committee/Board Grade 9 Curriculum Policy Documents including Locally Developed Courses implemented Working towards consolidation of Grade 9 curriculum for the 2000-2001 school year (See Curriculum Implementation Committee Implementation Plan attached) Awareness of and preparation for the implementation of the Grade 10 Curriculum Policy Documents 	<ul style="list-style-type: none"> Board approval of the Preliminary Report of the Vocational Education Committee (Feb. 2001) <ul style="list-style-type: none"> - vision of voc. ed. - clientele to be served - characteristics of effective programs - new programs identified for implementation - staffing needs - facility characteristics Implementation of Grade 9 Curriculum Policy Documents including Locally Developed Courses. Beginning preparation for implementation of Grade 10 Curriculum Policy Documents.

IV. IMPLEMENTATION PLAN					
Area of Focus	Identified Need	Who	How	Expected Outcomes	Timeline
ASSESSMENT, EVALUATION and REPORTING	<ul style="list-style-type: none">Work with schools to implement eTeacher softwareExpectations-Based Curriculum Planning – Assessment, Rubrics, Levels of Achievement, Curriculum Planners and Exemplars	System: Assessment, Evaluation and Reporting Committee Chair: Harry Traini SSR Consultant, Special Education Consultants, Information Technology Consultant and Special Assignment Teacher School: Principals/Vice Principals, Department Heads, Teachers, Learning Resource Teachers	<ul style="list-style-type: none">In-service and training for teachers on use of software for managing assessment, and preparing report cards, including report card comments (1 day for 5 reps/school)In-service and planning Time (1 day for 1 rep./discipline./school)	<ul style="list-style-type: none">Teachers using eTeacher software as an assessment manager and for preparing the Provincial Report CardTeachers aware of and beginning to use a variety of assessment strategies appropriate to the type of courseTeachers able to create rubrics as an assessment toolTeachers beginning to work towards aligning grades with the levels of achievement outlined in the Curriculum Policy DocumentsTeachers and Learning Resource Teachers understand and use Individual Education Plans in determining assessment and evaluation strategies and in reporting	Sept. 2000 – June 2001 ↓
	CHOICES INTO ACTION <ul style="list-style-type: none">Program PlanProgram Effectiveness SurveyTeacher AdvisorAnnual Education Plan	<ul style="list-style-type: none">Review and update of Choices into Action Program Plan to include Grade 10Development of a Program Effectiveness Survey for implementation in the 2001-2002 school yearImplementation of a Grade 9-12 Teacher Advisor programImplementation of the Annual Education Plan for Grade 9 and 10	System: Choices into Action Committee Chair/Co-Chair: Stella Green Gibson and Sharon Stephanian SSR Consultant and Special Assignment Teacher School: Principals/Vice Principals, Student Services Staff, Teacher Advisors	<ul style="list-style-type: none">Individual school teams meet to review and update their Program PlanCommittee facilitates the creation of the surveyIn-service and sharing of resources (1/2 day/rep./school)	<ul style="list-style-type: none">Choices into Action Program Plans updated in schools to include Grade 10Program Effectiveness Survey in final stages of developmentTeacher Advisor programs in place for Grades 9-12Annual Education Plans completed by students in Grade 9 and 10

2000 – 2001
SECONDARY SCHOOL REFORM
IMPLEMENTATION PLAN

Area of Focus	Identified Need	Who	How	Expected Outcomes	Timeline
COMMUNITY INVOLVEMENT	<ul style="list-style-type: none"> A list of community agencies and organizations for school use Review brochures, forms and process 	System Level: Community Involvement Committee <i>Chair: Suzanne Dubé</i> SSR Consultant, Information Technology Consultant School Level: Principals/Vice Principals	<ul style="list-style-type: none"> Investigate the feasibility of a community involvement forum Develop a data base of community agencies/organizations including investigating a the possibility of a web site 	<ul style="list-style-type: none"> Data base of agencies and organizations available to secondary schools 	Fall 2000 Spring 2001
			<ul style="list-style-type: none"> Committee gathers and reviews feedback from schools, students, community agencies and organizations to revise brochures, forms and process, as needed and appropriate 	<ul style="list-style-type: none"> Community Involvement procedures and materials reviewed and revisions made, if necessary 	Spring 2001

**2000 – 2001
SECONDARY SCHOOL REFORM
IMPLEMENTATION PLAN**

Area of Focus	Identified Need	Who	How	Expected Outcomes	Timeline
CURRICULUM • Curriculum Implementation • Supports for Higher Achievement	<ul style="list-style-type: none"> Work with subject groups to assist with planning for implementation 	System: Curriculum Implementation Committee Chair: SSR Consultant, Special Education Consultants and Special Assignment Teacher	<ul style="list-style-type: none"> Subject Representatives – Working Group assisting staff in subject areas with implementation 	<ul style="list-style-type: none"> Grade 9 and 10 Curriculum Policy Documents implemented 	Sept. 2000 – June 2001
	<ul style="list-style-type: none"> Subject Specific Planning for implementation of Grade 10 Curriculum Policy Documents using Course Profiles 		<ul style="list-style-type: none"> In-service and planning time as subject group or school department (1 day/subject) 	<ul style="list-style-type: none"> Areas of need identified by subject groups and inservice provided 	Sept. 2000 – June 2001
	<ul style="list-style-type: none"> Curriculum Planner and Exemplars 	School: Department Heads, Teachers, Learning Resource Teachers	<ul style="list-style-type: none"> In-service 	<ul style="list-style-type: none"> Teachers familiar with the curriculum planner and exemplars and beginning to make use of each 	Fall 2000
	<ul style="list-style-type: none"> Subject Specific Planning for course offerings and implementation of Grade 11 Curriculum Policy Documents 		<ul style="list-style-type: none"> Planning in preparation for September 2001 	<ul style="list-style-type: none"> Grade 11/12 course offerings in subject areas decided Beginning preparation for implementation of Grade 11 Curriculum Policy documents, including Grade 10/11 transfer courses 	Sept. – Dec. 2000 Jan. – June 2001
	<ul style="list-style-type: none"> Locally Developed Compulsory and Optional Courses submitted and approved by the Ministry. 		<ul style="list-style-type: none"> Review process established for locally developed courses Application for re-approval submitted for the locally developed compulsory courses 	<ul style="list-style-type: none"> Locally developed compulsory and optional courses reviewed and submitted for re-approval, as required Re-approval received from Ministry for the locally developed courses 	Jan. – March 2001
	<ul style="list-style-type: none"> Established IEP process for exceptional and at-risk students 		<ul style="list-style-type: none"> Review IEP process and establish a process, which meets Ministry expectations 	<ul style="list-style-type: none"> Established Individual Educational Plan process is in place for exceptional and at-risk students in secondary schools 	Sept. 2000 – June 2001
	<ul style="list-style-type: none"> Remedial instruction for students needing assistance. 			<ul style="list-style-type: none"> Remedial instruction available for students needing assistance 	Sept. 2000 – June 2001

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2000 – 2001

9-7

2000 – 2001 SECONDARY SCHOOL REFORM IMPLEMENTATION PLAN

Area of Focus	Identified Need	Who	How	Expected Outcomes	Timeline
TRANSITIONS	<ul style="list-style-type: none"> Implement data flow procedures (tracking). Examine existing support programs for at-risk students. Examine impact of summer school model. Transfer/promotion issues from Grade 8 to Grade 9 Address issues identified in student and parent Focus Group feedback Parent information provided as early as possible 	<p>System: Transitions: Grade 8 to 9 Committee Chair: Dave Hutton SSR Consultant, Special Education Consultants and Special Assignment Teacher</p> <p>School: Elementary and secondary Principals, Student Services, Learning Resource and Special Class Teachers</p>	<ul style="list-style-type: none"> Establish procedures for tracking and sharing information. Gather information and review existing programs for at-risk students. Review summer school model and its impact. Make recommendations for future summer school Elementary and secondary administrators meet to discuss philosophy re transfer/promotion issues and work toward agreement Prepare a plan of action to address Focus Group feedback Establish a process and develop resource materials to inform parents of pathways available <p>NOTE: Input from elementary panel will be important.</p>	<ul style="list-style-type: none"> Procedures in place to assist in the tracking and sharing of information between secondary schools and feeder schools. Support programs for at-risk students reviewed and in place Based on a review of the summer school model, recommendations made for future summer school Administrators reached agreement re transfer/promotion issues from Grade 8 to Grade 9 	<p>Spring – Fall 2000</p> <p>Fall 2000</p> <p>Sept. 2000 – June 2001</p> <p>Fall 2000</p>
					<p>September – October, 2000</p> <p>September – December, 2000</p>
VOCATIONAL EDUCATION	Plan and implement vocational education programs to meet student needs and MET requirements. Continuation of Vocational Education Advisory Committee	<p>System: Vocational Education Committee Chair: Barb Ridley SSR Consultant, Special Education Consultants and Special Assignment Teacher</p> <p>School: Principals/Vice Principals and Department Heads</p>	<p>Implement the Vocational Education plan</p> <p>Release staff for planning and development of programs</p> <p>Communicate with secondary and elementary school principals regarding new programs and changes being made in vocational education</p>	<ul style="list-style-type: none"> Plan in place for implementation of Vocational Education programs Vocational Education programs planned and ready to begin implementation in September 2000 Vocational Education Advisory Committee priding advice and support to vocational education 	<p>On-going 2000 - 2001</p> <p>↑</p>

8-6

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION



DISTRICT 21 - HAMILTON-WENTWORTH

1423 UPPER OTTAWA ST. - UNITS 2 & 3
HAMILTON, ON L8W 3J6

PH. (905) 574-8285
FX. (905) 574-8166

June 9, 2000

Referred to the Education Committee at
June 20, 2000 Board.

Mr. Merv Matier
Director
Hamilton-Wentworth District School Board
100 Main St. W.
Hamilton, ON L8N 3L1

Dear Mr. Matier:

The PSSP Unit was very pleased to hear and read the media release about the Provincial Budget which is providing monies for new investments in children. It stated that "In addition to new investments for children from low-income families, a broad array of initiatives was introduced to expand children's health programs and illness prevention, to support the development of children in the early years of life and to help those who need special attention to reach their full potential". Among these included: "\$70 million more annually in new special education funding which will allow for early interventions and will expand programs for students with speech and language disorders and learning disabilities; \$70 million annually to improve the reading skills of students in junior kindergarten to Grade 3; \$5 million annually to implement a prevention and intervention program in schools that will help teachers identify when children, especially in the primary years, may be at risk of neglect, or physical or emotional harm".

We understand from the ministry that the money can be found in the increase in the SEPPA per pupil amount and an additional per pupil amount in the Learning Opportunities Grant for Literacy and Early Identification.

PSSP is encouraged by this Board's continued support of professionals as part of the essential education team. However, as presented in the Special Education Report to the Education Trustee Committee in February of this year, there are many gaps in filling the needs of students in the HWDSB. We would like to highlight a few in relationship to the Government initiative:

- (A) Early Intervention and Expanded Programs for Students with Speech and Language Disorders - The Speech/Language Pathologists, in concert with the kindergarten teachers have established early identification as a priority for speech and language impaired children. The identification

Mr. M. Matier
June 9, 2000

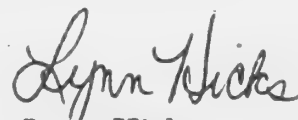
Page ... 2

process has been very successful, but there is an obvious need for expanded professionally directed programs for these children.

- (B) Early intervention and Expanded Programs for Students with Learning Disabilities - Psycho-educational Consultants are involved with the identification and intervention process for the learning disabled children in our Board. We are, however, desperately understaffed in this department. During amalgamation, the former Wentworth County Board brought a total compliment of one Psychologist to join with the Hamilton Board staff. The duties have, therefore, been spread thinly across the amalgamated board. As a result, there is a large number of students waiting for professional assessments.
- (C) Prevention and Intervention Programs in Schools for Children At Risk for Neglect, Physical or Emotional Harm - Social Work referrals indicate that children in Hamilton-Wentworth Schools are increasingly at risk for physical and emotional harm. The Social Workers have indicated a need to increase the amount of time available to help teachers institute interventions to high need schools where a number of children are at risk.
- (D) The Board currently provides the services of a Kinesiologist for the physical needs of the children located at Glenwood School. We believe these services should be available to all students in order to help them reach their potential.

The PSSP Unit is thrilled that the Provincial Government has recognized the benefit of increased Professional Support in Schools. We look forward to hearing details of how the HWDSB plans to expand the current level of professional support services to benefit all of our students.

Yours sincerely,



Lynn Hicks
President

cc: Chair, HWDSB
Superintendent of Instructional Services
Chair, SEAC HWDSB

C O R R E S P O N D E N C E

EDUCATION COMMITTEE
2000 09 07



THE HAMILTON - WENTWORTH DISTRICT SCHOOL BOARD

100 MAIN STREET WEST, P.O. Box 2558
HAMILTON, ONTARIO L8N 3L1

#16

TELEPHONE: (905) 527-5092

July 13, 2000

Mr. Reg Woodworth
Chairman of the Board
The Hamilton-Wentworth District School Board
100 Main Street West
Hamilton, ON L8N 3L1

Dear Mr. Woodworth:

We are writing to offer the trustees an opportunity to have a storefront display space at our annual Parent Conference. This year's Conference for parents of elementary and secondary students will take place on **Saturday, November 4, 2000 at Sherwood Secondary School** and is hosted in partnership with the Hamilton Council of Home & School Associations, elementary and secondary teacher federations, and principals' associations.

As you know, this event, now in its sixth year, provides an opportunity to support student success at *all* public schools throughout the Hamilton-Wentworth Region. We anticipate this year's Conference will exceed 500 registrants. Feedback from parents attending the Conference in 1999 indicated they continue to find the Conference to be effective in supporting student achievement, providing useful parenting information, and strengthening the partnership between parents and schools.

The 2000 Conference format will feature a keynote address, followed by a large and varied list of workshops that focus on students, school programs, parenting skills, and issues at the elementary and secondary levels. The main purpose of the Conference is to support student achievement in areas of academic, social, emotional, and physical development. In addition, numerous comments from parents point to the vibrant, upbeat and supportive atmosphere of the event. Our intent is to continue to offer the Conference free of charge to parents.

The committee feels that parents would very much appreciate the opportunity to meet with trustees and learn more about your role, and we hope you will agree that this is a great opportunity to connect with parents. We will only be able to accommodate a limited number of tables, so please respond as soon as possible in order to reserve your spot. Storefront displayers will have their names listed in the Conference brochure handed out at the Conference.

Please confirm your participation by returning the attached form (no payment required) by August 31, 2000 to:

Jennifer Powell-Fralick
The Hamilton-Wentworth District School Board
100 Main Street West, 2nd Floor
P.O. Box 2558
Hamilton, ON L8N 3L1

Please don't hesitate to call me at 527-5092, Ext. 2311 if you need more information.

Sincerely,

Jennifer Powell-Fralick
Storefront Co-ordinator

Encl.

#17



ST. MARGUERITE D'YOUVILLE SCHOOL

170 Hawthorne Road, London, Ontario N6G 4Z9

Tel: (519) 641-0334 Fax: (519) 474-7881

27 June 2000

Dear Colleagues,

It's my pleasure on behalf of the London District Catholic School Board to invite you and the educational leaders in your school district to an exciting conference being held in London, Ontario next April 26, 27, 2001.


"Building Effective Schools Today: Foundations for Quality Education" will feature two plenary sessions with **Dr. Larry W Lezotte**, internationally renowned educational consultant and researcher. Dr. Lezotte has devoted his career to assisting school districts in their efforts to assure that *all* students learn. He conducted many of the initial studies of **effective schools**- schools where all students can achieve academic success.

Effective schools describe a school improvement process that is databased and data-driven, with effectiveness measured in terms of both quality and equity. This conference will focus on these effective school processes and criteria for school improvement planning recommended by Dr. Lezotte and used in a number of school districts across Ontario. The process is unique in that it is collaborative in form, ongoing, self-renewing, and based on quality, equity, and high student achievement. Any school district currently involved or moving towards school improvement planning for the purposes of improving their teaching practices and student performance will find the Effective Schools process sensible and straightforward.

This conference will also feature workshop sessions provided by other educational leaders from school districts in Ontario where school improvement planning is on going and an administrative practice for their school communities.

Please alert your Trustees, School Council Chairs, Supervisory Officers, Senior Administrators, Curriculum Co-ordinators, Principals and other educational leaders that a registration flyer this B*E*S*T Conference will be mailed out early this fall!

Enjoy the summer break!


Rick Clarke,
B*E*S*T Conference, 2001
Planning Committee Chair



LONDON DISTRICT
Catholic Schools

The Spirit is Alive

18



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August 8, 2000

EFFORT SQUARE
140 KING STREET EAST, SUITE #7
HAMILTON, ONTARIO L8N 1B2
TEL: (905) 528-6611
FAX: (905) 528-2181
TTY: (905) 528-3336
EMAIL: path2@worldchat.com
WEBSITE: www.pathemployment.com

Mr. R. Woodworth
Chairman
Hamilton-Wentworth District School Board
100 Main Street West
PO Box 2558
Hamilton, Ontario
L8N 3L1

Dear Mr. Woodworth:

I am writing on behalf of PATH Employment Services of Hamilton. PATH was created in 1972 and has a long standing record of achievement in assisting persons with disabilities to become competitively employed. Our mandate includes the promotion of awareness of persons with disabilities and the potential they represent in our communities.

We would like to assist students with disabilities leaving high school and going on to post secondary education, possibly with honouraria or scholarships. We believe this can assist with resource support and that this encouragement may make a meaningful difference to these students. Our goal is to present the first awards at the end of the school year in 2001 (spring/summer). It is our hope that all of the high schools would be involved in this process and would prefer that the schools provide the candidates and assist in the selection for these awards. We would also like to provide a large plaque which would identify those students receiving awards on annual basis.

Your thoughts on this initiative would be very welcome and I would request that you contact Mrs. Aznive Mallett, Executive Director, PATH, directly to discuss this with her further.

Thank you very much for your consideration.

Yours truly,

A handwritten signature in black ink, appearing to read "C. Relling", written over a horizontal line.

Catherine L. Relling
Chair, Board of Directors

cc. A. Mallett

Over 25 Years Serving Our Community

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

CAS 100 11/11/26
A33E
2000

EDUCATION COMMITTEE
Thursday, October 5, 2000

7:00 p.m.

A G E N D A

URBAN MUNICIPAL

7:00 p.m.

1. Call to Order
2. Approval of the Minutes of September 7, 2000
3. Business Arising from the Minutes
4. Approval of Agenda

OCT 04 2000

J. Bishop

GOVERNMENT DOCUMENTS

ACTION ITEMS:

- | | |
|--|------------|
| 5. Report of the Supervised Alternative Learning for Excused Pupils Committee | M. Botting |
| 6. Special Education Funding Report, September 2000 | M. Botting |
| 7. Verbal Update re Speech and Language | M. Botting |
| 8. Staffing Report – Full-time Equivalent Positions | D. Grant |
| 9. Board Referral: City of Toronto re Bill S-20-The Tobacco Youth Protection Act | |
| 10. Request for a Report re Westmount School Program | L. Orban |

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

11. Public Questions for Clarification

Future Meetings:

Business Committee	October 12, 2000	7:00 p.m.
Board	October 19, 2000	8:00 p.m.
Special Education Advisory Committee	October 25, 2000	7:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE

September 7, 2000

Those present: Judith Bishop (Chair), Heather Bullock, Janice Dewar [arrived 7:06 p.m.], Wes Hicks, Eleanor Johnstone, Ray Mulholland, Lillian Orban, Joseph Rogers, Laura Peddle [arrived 6:45 p.m.], Bruce Wallace and Reg Woodworth.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education - County West), C. Reid (Superintendent of Education - City West), E. Bond (Superintendent of Education - Secondary East), N. Campbell (Superintendent of Education - Mountain West), K. Croxall (Superintendent of Education - County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education - Mountain East), D. Grant (Superintendent of Business and Treasurer), W. Joudrie (Superintendent of Education - City East), J. Wibberley (Superintendent of Education - Secondary West).

Also in attendance:

D. Sage, Manager of Accommodation and Planning

1. Call to Order

J. Bishop called the meeting to order at 6:05 p.m. and recognized Marvin Rider in attendance.

At this time, M. Matier reminded members that today was the opening day of the new Allan A. Greenle school. He then called upon K. Bain for comments.

K. Bain gave credit to the principal, Jim Mackrory and to parents who have worked well together with respect to the opening of the school. He noted there were no issues raised due to the delay in opening and remind trustees that an official opening of the school will be held sometime this fall.

2. Approval of the Minutes of June 1 & June 20, 2000

It was moved by L. Orban : That the minutes of June 1 & June 20, 2000 be approved.

CARRIED.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

It was moved by R. Mulholland: That the agenda be approved.

CARRIED.

ACTION ITEMS:

5. "Our Kids Can Vote" Proposal

M. Matier introduced Marvin Ryder, Chair of the Transition Board in the new City of Hamilton-Wentworth who is here to propose that the Board support the "Our Kids Can Vote" initiative. M. Matier clarified this proposal is related to the Ontario Curriculum with an opportunity for senior students to do some community work.

It was moved by R. Mulholland: That the schools of The Hamilton-Wentworth District School Board participate, on a voluntary basis, in the proposed "Our Kids Can Vote" project during the 2000 Municipal Election.

Responding to questions, M. Rider clarified this is a voluntary initiative with the intent to involve the community in municipal politics.

E. Johnstone asked if school councils would be involved. M. Matier responded that when making a determination whether or not to participate in the program, the principal would most likely consult with the school council for input.

To the motion, **CARRIED.**

6. Update on I.S.A. Funding

Emphasizing this good news is as a result of much hard work across our system, M. Botting informed members the Board had received \$1.4 million dollars in I.S.A. funding. She then advised members this is the preliminary report of two reports with the second bringing details for the coming year, feedback and recommendations to likely be brought forward in October.

L. Orban asked for clarification as to why the Stoney Creek news stated our Board received \$4.4 million in I.S.A. funding. D. Grant responded that the budget booklet from the June budget meetings stated an estimated increase of \$3.1 million in special education from 1999/2000 to 2000/2001 added to the \$1.4 million I.S.A. funding could have led to the confusion.

D. Grant further clarified that the \$3.1 million is made up of \$1.9 million tied to the JK-3 literacy program and ISA 1 (equipment), ISA 4 (Section 19) and the remaining amount is SEPPA grant money.

Reminding members in order to maintain the number of educational assistants in the system, \$1.2 million was taken from the learning opportunities budget, L. Orban asked if this account would be repaid from the \$1.4 million. M. Botting responded that this is presently being decided and will be included in the I.S.A. Update brought to the October Education committee.

In response to a question as to whether or not a response has been made to the media with respect to the \$4.4 million, M. Botting clarified that administration only found out about the \$1.4 million in I.S.A. funds on August 28, 2000 and that she and D. Grant were presently developing a press release to comment on the I.S.A. funding.

M. Matier added that the quoted \$4.4 million dollar amount came from a local MPP and administration were not able to respond to this statement in a timely fashion. This was due to the fact that the Board only received figures from the Ministry on August 28, 2000.

B. Wallace asked if currently any students were at home due to lack of educational assistant support. M. Botting responded that there were not.

It was moved by E. Johnstone: That the Report, "Update on Intensive Supportive Amount (I.S.A.) Funding" be received for information.

CARRIED.

7. Progressive Discipline Policy Resource Manual

J. Bishop reminded trustees that this Resource Manual has already been to the Joint Advisory Committee.

Referring to the Progressive Discipline policy that the Board approved in June 2000, N. Campbell stated the motion here simply asks for authorization to continue revisions to the resource manual in order that it may be updated when legislation changes.

B. Wallace suggested that there be two recommended actions.

It was moved by B. Wallace: That the Progressive Discipline Resource Manual be approved.
CARRIED.

It was moved by B. Wallace: That ongoing revisions to the manual be authorized.

L. Orban stated she would like to be aware when changes occur.

To the motion, **CARRIED**, 1 opposed.

B. Wallace added he was sure that any major changes would be brought to the attention of trustees.

8. Ontario Curriculum Year-end Report 1999-2000

In reviewing the report, K. Croxall highlighted the following points:

- Most areas have moved to partial or full implementation.
- The report contains activities that have occurred at the school level.
- Over 6000 teacher inservice sessions are recorded in the report.
- Review of language implementation will occur in the next two years.

It was moved by L. Orban: That the Ontario Curriculum Year-End Report 1999/2000 be received for information.
CARRIED.

J. Bishop expressed appreciation for a thorough report.

9. Update on the Secondary School Reform Steering Committee

E. Bond advised members this is a status report of last year's implementation plan and the upcoming plan for 2000/2001. Brenda Blancher is the team leader for secondary school reform and will be working with the committee. Last year's structure will continue with eight committees and one consultant to facilitate the process.

Adding that the major focus is on literacy and numeracy, E. Bond stated the expectation is that each of the schools will continue on with their implementation plan being monitored by school councils. An update will be brought to trustees regularly either by newsletter or a report.

It was moved by R. Mulholland: That the Status Report: 1999-2000 Secondary School Reform Implementation Plan be received for information.
CARRIED.

It was moved R. Mulholland: That the 2000-2001 Secondary School Reform Implementation Plan be received for information.
CARRIED.

10. Board Referral: Letter from PSSP re professional support services for students

W. Joudrie reminded trustees that in May 2000, the Board approved a pilot project for Learning Opportunities. At that time, the Ministry then gave the Board additional monies specifically related to early literacy as part of the Learning Opportunities structure. Currently there is a request for proposals to enhance literacy within all schools with JK-3.

At this time,

It was moved by L. Orban: That this correspondence be referred to administration.

H. Bullock asked that administration look at any allowance for centrally based proposals that allow for linkages to the schools.

To the motion, **CARRIED.**

11. Request for information on Speech and Language Classes

R. Woodworth assumed the Chair.

J. Bishop asked about the apparent high waiting list for students in need of speech and language classes. M. Botting responded that of the screened students there are currently 68 students awaiting special classes.

Stating that the speech and language services were already over-stretched, J. Bishop felt this meant that those are 68 children who probably won't get into a special class this year.

It was moved by J. Bishop: That the waiting list for speech and language be referred to administration in order that a report may be brought back to the Education Committee.

L. Peddle reiterated there is a need to identify other areas in need of additional help and she hoped the report wouldn't contain a recommendation pertaining to a significant amount of funding.

J. Bishop clarified there are particular needs for speech and language and the purpose of the motion is to see what can be done about the situation earlier, rather than later.

To the motion, **CARRIED.**

12. Request for Report on the Summer Skills Pilot

J. Bishop clarified she was asking for an update on the Summer Skills pilot, for example, how successful it was, who was eligible to attend and where our Board is in relation to other Boards with this program.

It was moved by J. Bishop: That an update re summer skills pilot be brought back to the Education Committee.

CARRIED.

13. Request for a Proposal for a Cycle for Curriculum Review

Feeling there is a need for an annual review of curriculum, J. Bishop explained that setting up and monitoring the review of curriculum in an orderly manner allows Executive Council to raise pertinent issues.

It was moved by J. Bishop: That an update re the Proposal for a cycle for Curriculum Review be brought back to the Education Committee.

CARRIED.

J. Bishop resumed the Chair.

14. Staffing Report - Full Time Equivalent Positions

It was moved by B. Wallace: That the Staffing Report – Full Time Equivalent Positions be received for information.

CARRIED.

15. Trustee representatives

- (a) Central Review Committee for Selection of Learning Resources
- (b) Secondary School Reform Steering Committee

Trustees agreed to discuss this item at the Board meeting.

CORRESPONDENCE:**16. J. Powell-Fralick re storefront display at the annual Parent Conference**

It was moved by B. Wallace: That the Board supports this initiative and that J. Bishop be the coordinator for the trustees' storefront display.

CARRIED.

17. London District Catholic School Board re conference in April 2001

It was moved by J. Dewar: That the correspondence from the London District Catholic School Board re conference in April 2001 be received for information.

CARRIED.

18. PATH Employment Services re scholarships for students with disabilities

**It was moved by H. Bullock: That the correspondence from Path Employment Services re scholarships for students with disabilities be referred to administration.
CARRIED.**

The meeting then adjourned at 7:30 p.m.

kc

A C T I O N I T E M S

EDUCATION COMMITTEE
2000 10 05

#5

REPORT OF THE SALEP COMMITTEE
SEPTEMBER 14, 2000

Recommended Action:

Moved by _____, seconded by _____ : That the report of the SALEP Committee dated September 14, 2000 be adopted.

1. SALEP Year-End Report 1999-2000

It was moved by H. Bullock: That the SALEP Year-End Report for 1999-2000 be approved.

5-1

*The Hamilton-Wentworth District School Board
Instructional Services*

SALEP

Year-End Report

SALEP
Year-End Report
2000 - 2001



**SUPERVISED ALTERNATIVE LEARNING FOR EXCUSED PUPILS (SALEP)
YEAR END REPORT 1999-2000**

Under the authority of the Education Act and Regulation 308, the Hamilton-Wentworth District School Board has established a Committee to consider applications by parents of fourteen and fifteen year-old students for a SALEP program as an alternative to compulsory schooling. The alternative program could consist of work, work skills, life skills, alternative learning experiences, volunteer work and/or any other activity considered to be "directed towards the pupil's needs and interests".

The whole Committee meets three times a year to conduct business meetings. The Committee is divided in half to have subcommittee meetings or "hearings" – each meets monthly to consider up to 6 candidates. The social workers present the initial information at the hearing at which time the parents, child and home school principal attend. If the Committee agrees with the request, a document of agreement is signed. The program is regularly monitored until the student turns 16 or returns to formal school. We are extremely fortunate to have a SALEP Centre which manages most of our students and which provides a range of programming and support to our students.

There have been many highlights and accomplishments this year which include:

- ◆ successful amalgamation of two boards' practices, procedures and reports;
- ◆ management of 159 applications through 21 committee meetings; 145 went to SALEP Centre, 5 were at SUPER and 9 worked under the supervision of the Social Worker;
- ◆ expansion of the SALEP Centre through a grant from Human Resources Development Canada which was implemented in January 1999. The grant of \$150,000 allowed us to have 2 EA's/SALEP counsellors to provide employment skills and work experience opportunities and to purchase additional high quality computers and software to further support these students' learning experiences. Since January 1999 the SALEP Centre has received \$260,000 from HRDC. To date, we have not heard if HRDC will be able to continue funding for the 2000-2001 school year, but a proposal has been submitted.
- ◆ given the number of exceptional pupils and ISA claim students we were working with this year at the Centre, the administration recognized and supported the need for additional staffing in the SALEP Centre for the upcoming year with 2 EA's.
- ◆ given the number of credits being worked on by the students, additional teacher support has been allocated and the Centre now has 2 FTE teachers;
- ◆ the issue of transportation is clarified, with transportation being provided as required; however, there are still some strategic difficulties given the nature of geography and programming for SALEP students;
- ◆ the Alter Ed review is underway and this will help to clarify the options and programming available to 'at risk' students in the system. SALEP staff is participating in the process;
- ◆ of the 145 students at the SALEP Centre over 212 credits have been granted; 25 students are working full time or part time; 67 students had successful work experience placements; 10 students had successful day-in-the-life work experiences; more than 50 students had learning experiences through field trips or tours; more than 162 students attended sessions on work skills and life skills; 51 students are returning to the SALEP Centre, 54 are going back to school, 30 are going to work and 10 other; and
- ◆ development of a SALEP Brochure.

We would like to express our appreciation to a number of people for their work this year:

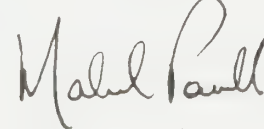
- the SALEP Committee members who gave of their time to meaningfully consider the best interests of students with great needs : in particular we thank Ken Waters who is retiring from the Board after many years of service to the SALEP process;
- the social workers for their insightful reports and for helping to find alternatives for the students;
- to the SALEP Centre staff who, through their work show caring, dedication, and professionalism – their connection with the students makes a remarkable difference, and
- to Sheila Schefski, Mara Fortino and Human Resources Development Canada for partnering with us and realizing that these students require "special" and "extra" support to reach their potential; by providing us with a grant they have allowed us the possibility of trying to meet the challenge of providing more.

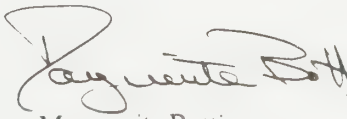
For further information, the reader can refer to the following:

APPENDIX I	SALEP STRUCTURE
APPENDIX II	SALEP STATISTICS OVERVIEW
APPENDIX III	SALEP CENTRE REPORT
APPENDIX IV	SALEP COMMITTEE MEETINGS 2000, 2001
APPENDIX V	CHALLENGES

This report is respectfully submitted.


Joe Rogers
Chairman, SALEP Committee


Malcolm Powell
Secretary to the SALEP Committee
Supervisor: Social Work Services


Marguerite Botting
Superintendent
Instructional Services Department

SALEP STRUCTURE*Committee*

Joseph Rogers	Trustee and Committee Chair
Judith Bishop	Trustee
Heather Bullock	Trustee
Lillian Orban	Trustee
Marguerite Botting	Superintendent of Instructional Services, head Supervising Officer
Elizabeth Bond	Superintendent of Education
Ken Waters	Superintendent of Education
Chris Cutler	Community Representative – YMCA
Kim Gibson-Chalmers	Community Representative – John Howard Society (on leave for 2000 – 2001)
Kristy Keeber	Community Representative – HHSC – Child & Family Centre
Ted Ridley	Community Representative – HHSC – Child & Family Centre (on leave for 2000 – 2001)
Elizabeth Szkodziak	" " - ACCP
Fiona Weir	" " - Youth Employment Centre
Malcolm Powell	Secretary to the Committee/ Supervisor, Social Work Services
Chit Teodoro	Recording Secretary
(Kelsey Crawford)	(Recording Secretary)

School Liaison and Initial Presenters

All Social Workers

SALEP Centre Staffing

Tim Kaye	Social Worker
David Wolfe	Teacher
Marlene Castura	Teacher (March – June 2000)
Mark Felvus	EA/SALEP Counsellor - HRDC Grant
Lori Fothergill	EA/SALEP Counsellor - HRDC Grant

Committee Meetings

Central Committee Meetings	2
Sub Committee Hearings	21

SALEP STATISTICS

	1998 - 1999	1999 - 2000
Total Applications	120	160
Total Approved	118	159
Total Re-Heard	3	2
Candidate Data:		
Age 14	10 Total <ul style="list-style-type: none"> • 5 males • 5 females 	46 Total <ul style="list-style-type: none"> • 23 males • 23 females
Age 15	108 Total <ul style="list-style-type: none"> • 58 males • 50 females 	113 Total <ul style="list-style-type: none"> • 73 males • 40 females
Age 16	0 Total	2 Total <ul style="list-style-type: none"> • 2 males
Sex	<ul style="list-style-type: none"> • 63 males • 55 females 	<ul style="list-style-type: none"> • 96 males • 63 females
Panel	<ul style="list-style-type: none"> • 100 secondary • 18 elementary 	<ul style="list-style-type: none"> • 138 secondary • 21 elementary
Summary of Program Information:		
SALEP CENTRE Working on Academics Life Skills and/or Work Skills	106	145
SUPER ALTER ED Academics and some Life Skills	6	5
Monitored by Social Workers	6 Total <ul style="list-style-type: none"> • 1 Phoenix • 4 Work Experience • 1 Work 	9 Total <ul style="list-style-type: none"> • 5 Work • 2 part time School/part time Work Experience • 2 Independent Study/School

**SALEP CENTRE
YEAR END REPORT**

Introduction

This report outlines the activities of the SALEP Centre with regard to providing services for the students and their families. It should be stated that the Centre is an alternative education facility. Not all students who go through the SALEP committee hearings attend the Centre.

The SALEP Centre staff would like to thank last year's (1999/00) administrative team. Special appreciation to Malcolm Powell (Program Supervisor) for his professional understanding and thoughtful overseeing of the Centre. Thanks also to Marguerite Botting (Superintendent of Instructional Services), the secretarial help of Dorothy Anderson, the home school social workers, home schools and the Hearing Committee. With their guidance and support, the program continued to develop in a way in which they can be proud.

The Centre began the 1999-2000 year with one full-time teacher, a social worker and two EA's. Another full time teacher was added to the program in March 2000. Special thanks to Human Resources Development Canada (Sheila Schefski) who continued to fund the two EA's and the ten additional computers. The Board added a second teacher in the second semester.

The Social Workers services range from consultations to direct counselling and support groups. As well as working with the student and their families, Tim Kaye also performs the on-sight co-ordinating duties to facilitate the ongoing operations of the Centre. The teachers, David Wolfe and Marlene Castura provide remedial academic course support as well as many of the grade nine curriculum courses. The SALEP counsellors (EA's), Mark Felvus and Lori Fothergill provide a variety of activities from finding and filling work experience sites to working with students within the classroom setting.

The Centre went from servicing about 120 students last school year to working with about 150 this year. Significant changes implemented this year include a new classroom and a second teacher, the addition of a number of field trips, guest speakers, work with "Lets Talk Science" from McMaster University, the addition of a literacy program, expansion of the student job opportunities, visit of the "Career Cruiser", anti racism projects, cooking and baking and fund raising at the principal's meetings and involvement of the LEAP and WRAP Around programs. The SALEP Centre also continues to maintain initiatives from previous years.

The Centre continued to a structured environment that is flexible and responsive to individual student needs. We continue to provide for academic success and emotional, social and behavioural support. The Centre's program provides for integration into the workplace, back to schools and is a bridge to other alternative programs.

The SALEP teachers have been responsive to the requirements of a new curriculum and have been working to build a future SALEP program that meets these challenges.

Intake Student Information

Secondary School	Male Age 16	Female Age 16	Male Age 15	Female Age 15	Male Age 14	Female Age 14	Total
Ancaster	0	0	3	1	0	0	4
Barton	0	0	5	2	0	1	8
Delta	0	0	3	4	0	0	7
Glendale	0	0	2	1	0	0	3
Highland	0	0	2	1	0	4	7
Hill Park	0	0	2	1	1	1	3
Mountain	0	0	6	3	0	1	10
Orchard Pk/Super	0	0	1	1	1	0	3
Parkside	0	0	1	0	0	0	1
Parkview	0	0	4	1	0	1	6
Saltfleet	0	0	2	0	0	0	2
Scott Park	0	0	5	7	3	4	19
Sherwood	0	0	1	0	1	0	2
Sir Allan MacNab	0	0	4	2	0	2	8
Macdonald	0	0	5	2	4	0	11
Churchill	0	0	11	4	3	2	20
Waterdown	1	0	0	0	0	0	1
Westdale	0	0	5	4	0	1	10
Westmount	0	0	0	0	0	1	1
Totals	1	0	62	33	12	17	125

Elementary School	Male Age 16	Female Age 16	Male Age 15	Female Age 15	Male Age 14	Female Age 14	Total
ACES	0	0	1	0	0	0	1
Bennetto	0	0	0	0	1	1	2
Burkholder	0	0	0	0	0	1	1
C B Stirling	0	0	0	1	0	0	1
Dundas District	0	0	0	0	1	0	1
RedHill	0	0	0	0	1	0	1
Amstrong	0	0	0	0	1	0	1
Hampton Heights	0	0	1	0	0	0	1
Highview	0	0	0	0	0	1	1
Lynwood	0	0	0	0	0	1	1
Prince of Wales	0	0	1	0	2	1	4
Ryerson	0	0	0	0	1	0	1
Tweedsmuir	0	0	1	0	0	1	2
Special Classes	1	0	0	0	0	0	1
Totals	1	0	3	1	10	5	20

**Credits Recommended
Grade 9**

Subject	Number of Credits Completed
Business	49
English	37
Family Studies	31
Geography	63
History	18
Mathematics	11
Science	3
Total Credits Recommended	212

Work Experience for Credits

Employer	Number of Students
Advanced Welding	4
Ardene	1
Arena Resources	1
AV Repair (HWDSB)	3
Beasley's House Bistro	2
Beverly Tire	1
Bladebusters	1
Car Wash	1
CAS	1
Central Circulation	1
Commisso's Food Market	4
Crestwood (HWDSB)	1
Day Care	1
DMBC	1
Dr. Davey (HWDSB)	2
East Side Marios	1
Euro Auto	2
Food Basics	1
Fortinos	1
Good Shepherd Centre	6
Great West Life	1
Horse Farm	1
Indoor Indy	3
King George (HWDSB)	1
Kool Klay Kafe	1
Living Rock	2
Lucky Day Day-care	1
McDonalds	3
Prince of Wales (HWDSB)	1
Queen Victoria (HWDSB)	1
Ray Bedard Hard-facing	2
Ruffins Pet Centre	2
Super Clean Car Wash	2
T.I.P.S	1
The Forum	2
The Pit	7
Trotter's Automotive	1
Whatsoever	1
White Rose	1
Total Placements – 39	Total Students - 70

Workshop Presentations To Students

McDonald's
 Youth Employment Booklets (HRDC)
 Health Nurse
 Nutrition
 Birth Control
 LEAP
 Career Cruiser
 Mohawk Science Day

Partnerships

ACCP
 APOLLO Program (HWDSB)
 Burroughs & Associates
 CAPSS Program
 Chedoke SSAH
 Commisso's
 Good Shepherd Centre
 Indoor Indy

John Howard Society
 Kit Services (HWDSB)
 LEAP
 Literacy Council
 Local 837
 McDonalds
 McMaster University-Let's Talk Science
 Mohawk College

Mountain Secondary (HWDSB)
 Parkview Secondary (HWDSB)
 St Matthew's House
 Social Work Services (HWDSB)
 Tim Hortons
 The Barn
 Youth Employment Centre
 Work Able Services

Tours/Class Trips

Bowling
 CASS (Community Access Service for Seniors)
 Canada's Wonderland (Year End Event)
 East Kiwanis

Indoor Indy – Christmas Event
 Hamilton Art Gallery
 Hamilton Spectator
 Mohawk College

Theatre Ancaster

5-10

Group Work Stations

<i>Work Stations</i>	<i>Number of Students</i>
Good Shepherd Centre	8
OPEIU Union	8
Maxwell's Retirement Lodge	6
Townsvie Life Care Centre	6

Paid Employment (Part-time Jobs)

<i>Employers</i>	<i>Number of Students</i>
Ad Bags	1
Advanced Welding	1
Babysitting	2
Beasley's	1
Central Circulation	1
Commisso's	2 (3)
Concession Stand	1
Dishwasher	1
Factory Worker	1
Food Basics	1
Hawker	1
Indoor Indy	1
Loomis	1
McDonalds	3
Ray Bedard Hard-facing	1 (2)
Tigertown	1
Tim Hortons	1
TIPS	1
Waitress	1
<i>Total</i>	<i>25+ Students</i>

Day in Life (10 students)

- AV Repair (HWDSB)
- Commisso's
- East Side Marios
- Good Shepherd Centre
- McDonald Marina
- Prince of Wales School (HWDSB)
- Wentworth Lodge
- Whatsoever

Special Projects

- Art
- Cooking
- Living Rock – Halloween decorations and games
- Principal's Meeting - refreshments
- Racism Contest - display in Centre Mall

Directory of Work Experience Placements Sites

Employer	Address	Phone Number
Advanced Welding	1016 Upper Wellington St	575-8311
Ardene	Jackson Square	546-1426
AV Repair (HWDSB)	50 Millwood Place	574-7580
Beasley's House Bistro	96 Locke Street S	527-1440
Beverly Tire	University Plaza, Dundas	628-2400
Bladebusters		
CAS	143 Wentworth St S	522-1121
Central Circulation	370 Main St E	577-9500
Commisso's Food Market	2255 Barton St E	560-7467
Commisso's Food Market	905 Rymal Rd E	383-9930
Crestwood School (HWDSB)	50 Millwood Place	
DMBC	38 Hess St	777-1149
Dr. Davey School (HWDSB)	99 Ferguson N	522-2175
East Side Marios	750 Queenston Rd	573-9442
Euro Auto	941 Barton St E	548-0571
Food Basics	Ancaster Town Plaza	648-9333
Fortinos	65 Mall Rd	574-0810
Good Shepherd Centre	135 Mary St	528-9109
Great West Life	801 King St W	529-2359
Horse Farm	Flamborough	
Indoor Indy	193 Cavell	545-0055
King George School (HWDSB)	77 Gage St N	549-2224
Kool Klay Kafe	36 King St E, Dundas	628-6062
Living Rock	Box 83015	528-7625
Lucky Day Day-care	120 Crosthwaite N	544-0885
McDonalds	80 Dundurn St	577-1027
McDonalds	524 Limeridge Rd E	574-1333
Prince of Wales School (HWDSB)	40 Lotteridge St	544-3379

5-12

Queen Victoria School (HWDSB)	201 Walnut St S	522-9347
R & R Collision	325 Millen Rd, Stoney Creek	664-6839
Ray Bedard Hard-facing	95 Covington	560-0360
Ruffins Pet Centre	Centre Mall	544-6983
Sir Isaac Brock School (HWDSB)	130 Greenford Dr	561-0814
Super Clean Car Wash	2795 Barton St E	573-1644
T.I.P.S	3500 Fairview St, Burlington	333-5011
The Forum	260 Nebo Rd	387-2999
Townsvie Life Care Centre	39 Mary St	523-6427
Trotter's Automotive	231 Gage N	312-1229
Whatsoever	604 Upper James St	385-3751
White Rose	1400 Upper James St	389-3363

5-13

Students Returning to SALEP Centre for September 2000

Male Age 16	Female Age 16	Male Age 15	Female Age 15	Male Age 14	Female Age 14	Total
1	0	15	21	10	4	51

Students Not Returning to SALEP Centre for 2000 - 2001**SUMMARY OF STUDENTS NOT RETURNING**

<i>Returning to School/Education</i>	<i>54</i>
<i>Going to Work</i>	<i>30</i>
<i>Other</i>	<i>10</i>
<i>Total</i>	<i>94</i>

<i>Male Age 16</i>	<i>Female Age 16</i>	<i>Male Age 15</i>	<i>Female Age 15</i>	<i>Male Age 14</i>	<i>Female Age 14</i>	<i>Total</i>
51	20	12	9	0	2	94

PLACEMENTS**The Hamilton-Wentworth District School Board - 47**

<i>School</i>	<i>Number of Students</i>
Barton Secondary	3
Glendale Secondary	3
Highland Secondary	2
Hill Park Secondary	2
Lawrence Alter Ed	5
Mountain Secondary	1
Parkside High	1
Parkview Secondary	1
Phoenix Alter Ed	5
Saltfleet District High	1
Scott Park Secondary	10
Sherwood Secondary	3
Sir John A MacDonald Secondary	3
Sir Winston Churchill Secondary	5
Westdale Secondary	2

Not Returning to The Hamilton-Wentworth District School Board - 47

	<i>Number of Students</i>
Work Placements	23
Protected Work Programs	7
Hamilton-Wentworth Separate School Board	5
Special Cases	3
Custody	2
Niagara District School Board	2
USA	2
Charlton Hall	1
Independent Learning Centre - Correspondence	1
Ottawa	1

Social Worker, Tim Kaye provides:

- social work services for individual students, group, and families involved with the Centre;
- administrative services to home schools of students;
- on-sight administrative duties necessary for program to run;
- partial administrative duties of the grant money;
- co-ordination of EA's and relevant administrative needs;
- linkages between students and community programs and services;
- informational interviews with possible student candidates and their families;
- ongoing information to families and schools;
- networking for home school social workers and the Centre;
- support academic programming in cooperation with the Centre;
- immediate response in times of crisis, tragic events or emergencies;
- counselling to students and families;
- group work; and
- networking with outside resources and agencies.

Teachers, David Wolfe and Marlene Castura provide:

- welcoming and safe setting for students;
- respectful and esteem building environment;
- remedial course work in academic subjects;
- credit equivalent course work in most grade nine;
- physical activity opportunities;
- group activities and discussions;
- ISA claim packages;
- immediate response in times of crisis, tragic events or emergencies;
- administrative duties necessary for program to run;
- informational interviews with possible student candidates and their families;
- educational and fun field trips and guest speakers;
- supervision for EA's;
- job and life readiness programming;
- locations for job experiences; and
- literacy program to accommodate student needs.

Educational Assistant, Lori Fothergill provides:

- employment skills job search skills;
- job search skills opportunities for job skills;
- opportunities for job skill evaluation;
- on-going resume writing and cover letter assistance;
- interview preparation and rehearsal sessions;
- facilitate entrepreneurship skills and experiences;
- support academic programming in cooperation with the Centre;
- research and present relevant career opportunities;
- protected work experience, job sites for co-op placement, volunteer placement, job shadowing, day in the life, employment experiences, and possible full time employment;
- continual home visits and placement visits;

- links to community organizations that help support this program;
- workshops for employment ideas; and
- job readiness training.

Educational Assistant, Mark Felvus provides:

- literacy skills;
- social skills;
- assistance to the teacher with implementation of Laubauch;
- classroom presentations from outside agencies;
- research and networking with other schools and agencies;
- special projects – cooking, horticulture;
- volunteer recruitment
- group work stations at SALEP;
- group work stations at placements; and
- classroom management.

SALEP Counsellors Professional Development Activity (Mark & Lori)

- Asbestos Training
- “Bullying in Schools”
- E.A. Workshop
- Mohawk College - computer course
- Mohawk College - presentation to Co-Op Students
- OPP gang presentation
- Resume Writing Workshop
- Youth Violence Day
- Tours of Youth Serving Agencies
 - Arrell Youth Centre
 - BSYS
 - CAS Pathfinders
 - Cornerstone
 - Dawn Patrol
 - Hamilton Central Library (Literacy Program)
 - Lynwood Hall

Work Experience Component

SALEP Counsellor (A & B) (funded through Human Resources Development Canada)

1. Finding Work Placements (A)

- ◆ Networking (phone contacts) – phone book, personal contacts, professional contacts
- ◆ Visiting sites – meeting with employers, setting up interview
- ◆ Matching student with suitability of placement
- ◆ Tour with/without student
- ◆ Travel arrangements – bus, car pool, walk, parent, etc.
- ◆ Create incentives for employer and student
- ◆ Checking places with the Better Business Bureau

2. Process Forms (A & B)

- ◆ Police check – fill out and send home with student/home visits to get signed, take form to OPP, and pick up form 5 days later (with student)
- ◆ SIN – fill out form and drop off
- ◆ Birth certificate – fill out form and drop off
- ◆ Health card – fill out form and drop off/mail, make appointment
- ◆ Workers compensation forms – employers, student, guardian, and teacher signature
- ◆ Permission forms – travel, pictures
- ◆ Log sheets, evaluation forms filled out
- ◆ Tracking form (any contacts with student regarding placements)

3. Work Experience (A)

- ◆ Intake interviews – find interests, skills, availability, and readiness
- ◆ Job shadow first day (or part of)
- ◆ Placement preparation – rules, equipment (need to go out and purchase appropriate attire/equipment with student)
- ◆ Monitor – going to work place, calling work place, time sheets, reminder calls, follow up calls to student and employer, managing conflict issues, emergency calls, scheduled visits, evaluation)
- ◆ Designing certificate of thanks, thank you letters to placements
- ◆ Visiting and setting up new placements for other students

4. Literacy (B)

- ◆ Bridge between literacy council and SALEP
- ◆ Planning of program
- ◆ Gather and review materials
- ◆ Tour other programs
- ◆ Co-ordinate volunteers
- ◆ Assess students capability levels
- ◆ Implement Laubauch material

5. Group Work (A & B)

- ◆ Planning groups AM/PM
- ◆ Contacting and arranging speakers
- ◆ Bringing in available resources (Kits, activities in community)
- ◆ Touring other programs
- ◆ Implement groups
- ◆ Arrange outings conducive to group
- ◆ Connect students with agencies and programs for their future

6. **Classroom Assistance (A & B)**
 - ◆ Teaching assistant
 - ◆ Assist teacher with classroom management
 - ◆ Support students and teachers
 - ◆ Plan and implement second hour activities
 - ◆ School store supervision
 - ◆ Gym, computer lab supervision
 - ◆ Monitor halls, outside areas
 - ◆ Liaison with health nurse
 - ◆ Bring in classroom presentations from outside agencies
7. **Entrepreneurship (A & B)**
 - ◆ Continuation of school store
 - ◆ Providing refreshments for Principal's meetings – baking, shopping, and pricing
 - ◆ Odd Job Squad
8. **Home Visits (A & B)**
 - ◆ Meet with students and parents
 - ◆ Assist with transportation (when necessary)
 - ◆ Necessary to check in on student when there is no phone
9. **Tracking (A & B)**
 - ◆ All student and parent contacts need to be recorded
 - ◆ Mileage
 - ◆ All business contact recorded
 - ◆ Every student that is on work placement needs to be tracked
 - ◆ Classroom assistant time recorded
 - ◆ Meetings need to be recorded
10. **Volunteer Supervision (B)**
 - ◆ Liaison between Mohawk College and SALEP
 - ◆ Supervise first, second, third year Child and Youth Counsellor Students
 - ◆ Liaison with OSSTF Union (Active Retired Members)
 - ◆ Liaison between high schools (tutors for literacy program)
11. **Future Planning (A & B)**
 - ◆ Entrepreneurship ideas created
 - ◆ Simulated work stations
 - ◆ Partnerships – renewal and further search
 - ◆ Job evaluations
 - ◆ Follow up study
 - ◆ Assist with new program planning for September 2000

SALEP COMMITTEE DATES
2000 - 2001

CENTRAL SALEP COMMITTEE

Date	Time	Chair	Committee
Thursday, September 14, 2000	9:00 am	Joe Rogers	all
Thursday, January 18, 2001	9:00 am	Joe Rogers	all
Thursday, June 21, 2001	9:00 am	Joe Rogers	all

SALEP WEST COMMITTEE HEARINGS

Date	Time	Chair	Committee
Monday, September 11, 2000	1:00 pm	Heather Bullock	Jim Wibberley Elizabeth Szkodziak Chris Cutler Ted Ridley
Monday, October 16, 2000	1:00 pm	Judith Bishop	"
Monday, November 13, 2000	1:00 pm	Heather Bullock	"
Monday, December 4, 2000	1:00 pm	Judith Bishop	"
Monday, January 15, 2001	1:00 pm	Heather Bullock	"
Monday, February 12, 2001	1:00 pm	Judith Bishop	"
Wednesday, March 7, 2001	1:00 pm	Heather Bullock	"
Monday, April 9, 2001	1:00 pm	Judith Bishop	"
Monday, April 30, 2001	1:00 pm	Heather Bullock	"
Monday, May 7, 2001	1:00 pm	Judith Bishop	"
Monday, June 4, 2001	1:00 pm	Heather Bullock	"

SALEP EAST COMMITTEE HEARINGS

Date	Time	Chair	Committee
Monday, September 18, 2000	1:00 pm	Joe Rogers	Elizabeth Bond Kristy Keeber Anne Quinn Kim Gibson- Chalmers
Monday, October 23, 2000*	1:00 pm	Lil Orban	"
Monday, November 20, 2000	1:00 pm	Joe Rogers	"
Monday, December 11, 2000	1:00 pm	Lil Orban	"
Monday, January 22, 2000	1:00 pm	Joe Rogers	"
Monday, February 19, 2001	1:00 pm	Lil Orban	"
Monday, February 26, 2001	1:00 pm	Joe Rogers	"
Monday, April 2, 2001	1:00 pm	Lil Orban	"
Monday, April 23, 2001	1:00 pm	Joe Rogers	"
Monday, May 14, 2001	1:00 pm	Lil Orban	"
Monday, June 11, 2001	1:00 pm	Joe Rogers	"

* All meetings are scheduled to take place in the Trustee's Committee Meeting Room except for October 23rd which is in Room 3

CHALLENGES FOR SALEP FOR 2000 - 2001***SALEP CENTRE***

- ☐ Management of student numbers
- ☐ Increased use of community partnerships
- ☐ Implementation of program and curriculum changes
- ☐ Participation and role in on-going Alter Ed review
- ☐ Support to and tracking of departing students
- ☐ Assistance to students returning to formal school
- ☐ Relationship with other students at Crestwood

GENERAL

- ☐ Subcommittee consistency and format
- ☐ Trustee changes mid year and trustee numbers
- ☐ Management of intake numbers at subcommittee hearings
- ☐ Need for increased number of community representatives
- ☐ Reduced school day for 14 and 15 year old students in Alter Ed programs

#6

MEMORANDUM

Approved for distribution
by the DirectorSignature: M. MatierDate: Sept 29/00

TO: Merv Matier, Director

FROM: Marguerite Botting, Superintendent of Instructional Services

DATE: 2000 10 05

RE: SPECIAL EDUCATION FUNDING REPORT, September, 2000

Recommended Action:

Moved by _____ that the Report, "Special Education Funding Report, September, 2000" be received for information.

Rationale:

The attached report describes the ISA claims process as it developed through the 1999-2000 school year. The process was a refinement of the previous two years and also had to be responsive to Ministry changes in criteria, procedures and timelines. As we review the past three years it is important to note that:

1. Considerable staff hours were spent collecting information for the ISA claims packages and generally, it was the Learning Resource teacher in the school who coordinated this effort. We label this time with paperwork as "time off student" since the teacher is no longer available to program.
2. We have experienced three different approval rates during the last three years: 98 per cent to 57 per cent to 77 per cent which raises the question as to validity. Many of the ISA claims are the same students so the measure of their needs has varied enormously. Even so, our needs have remained constant because we continue with the students in the programs.
3. OPSBA's technical papers indicate that many Boards have experienced a drop in their funding and these Boards will have the opportunity to "freeze" their funding at the best funding level of 1998 or 1999. Only Boards which have an increase in funding levels will be "live".
4. Assessment appears to be a priority and is "deficit-driven". Programming appears to be less of a priority.
5. Many medical practitioners were requested to provide assessments diagnosing need. Some parents incurred costs as a result of the request. Some parents did not make the request as the costs were beyond their reach.

As the Ministry continues to define and refine the ISA claims process our school staff, our families and our community continue to respond to the imposed changes. It is important that the Board recognize the huge effort that everyone has contributed in the preparation of the approximately 1000 claims. This commitment to students with extremely high needs is an example of our collaborative concern for our most vulnerable students.

SPECIAL EDUCATION FUNDING REPORT

SEPTEMBER 2000

BACKGROUND

Changes:

In 1998, the provincial government made significant changes to the funding process for education. The Special Education Grant was established as one of nine special purpose grants to recognize the different circumstances faced by students and boards. Since 1998, the Ministry has consistently emphasized that funding for Special Education is actually provided in layers. First, boards receive a Foundation Grant, intended to cover the basic costs of providing a classroom education for all students, including students with special needs. The next layer is the Special Education Grant. In addition, boards have the discretion to use other special purpose grants to enhance special education programs and services.

Funding Categories:

Under the Special Education Grant, school boards receive funding for a Special Education Per Pupil Amount (SEPPA) determined on the basis of total student enrolment and an Intensive Support Amount (ISA) determined on the basis of the total number of students with high needs who match Ministry eligibility criteria. ISA 1 funding is for personalized equipment while ISA 2 and 3 funding is for special education programs and services, which include specialized support for individual students.

ISA Claim Process:

The Ministry has slightly revised the process for submitting ISA claims in each of the two years since its inception. However, the process continues to be very labour-intensive for school and support personnel. After school boards submit the information on individual students according to the ministry requirements, trained provincial validators are sent to each board to review all ISA 1 claims and a randomly selected number of ISA 2 and 3 claims. On the basis of the validator's evaluation of the reviewed ISA 2 and 3 claims, boards are then given a validation rate for the ISA portion of the Special Education Grant.

Year One, Two, Three:

In Year One of the ISA process (1998-1999), the newly amalgamated HW3DSB received a validation rate of close to 100%. While this is an exceptional rate of approval, it is important to note that many of the claims were approved as "conditional" and that the total amount of funding allotted to the HWDSB was insufficient to provide the range of service and programs to effectively meet the needs of all students with special needs.

In Year Two (1999-2000), the Ministry of Education allowed no conditional approvals. As well, the HWDSB submitted significantly more ISA 2 and 3 claims in Year Two than in Year One, based on the increased understanding by school and support personnel of the need to submit a high number of claims in an attempt to increase special education funding. The validation rate for Year Two of 57% was significantly lower than in Year One. This decrease made no difference in the amount of ISA funding received by the board for Year Two, however, as the ministry maintained each board's ISA funding amount at the Year One level while it undertook a review of the ISA component of the Special Education Grant. For the 1999-2000 school year, this insufficient funding continued to impede efforts to provide the range of programs and services required to effectively meet the needs of all students with special needs.

For Year Three (2000-2001) of the ISA claim process, the Ministry announced that each board's ISA funding level would be determined according to its proportion of students with high needs, as validated by the ministry. Therefore, it was critical that all efforts be expended by school personnel and support staff to increase the board's validation rate. [Discussions between the Superintendent of Instructional Services and the special education department resulted in the decision to use a comprehensive, multi-disciplinary internal review process for the first time in an effort to increase the board's validation rate.]

ISA PROCESS FOR YEAR THREE (SPRING, 2000)

The special education coordinator was responsible for organizing and monitoring the ISA process. Following a one-day ministry training session in March attended by four board representatives, system-wide training and informal drop-in sessions were conducted by the special education department to provide information and support to school administrators and staff responsible for completing ISA 1, 2 and 3 claims.

Innovations:

1. For the first time, an ISA "hot line" was established through the special education department so that individual questions and concerns could be addressed as expediently as possible.
2. Another innovation was the creating of a multi-disciplinary internal review process. Key to the process were Internal Validation teams which were comprised of Instructional Services clerical staff, representatives from Communication Services, Psychological Services, Special Education Services and school administrators. Executive Council reviewed a preliminary draft of the process and school superintendents were instrumental in recruiting administrators for the Internal Validation teams.

Much time and effort were required to make the internal review process as effective as possible. School administrators were invited to host one or more review sessions, training sessions were conducted for all involved school and support personnel and schools were regularly provided with updates and pertinent information through email messages.

Because of the limited time to plan and implement the internal review process, a modified version was developed for schools with limited numbers of potential ISA 2 and 3 claims. As well, schools were only able to have a minimum number of potential claims reviewed. Administrators were encouraged to establish a similar review process at the school level for all other claims.

3. Once schools submitted ISA claims to the special education department, each ISA 1, 2 and 3 claim was cross-referenced with master lists and stored by school in a secure location. Detailed information from each claim was then electronically collated and submitted to the ministry according to specific requirements

For each of the 365 ISA 2 and 3 claims that were randomly selected by the Ministry for external validation, a second internal review process was conducted by teams comprised of Instructional Services clerical staff, representatives from Communication Services, Psychological Services, Special Education Services and school administrators. These reviews were conducted at the Education Centre. In many cases, schools were contacted to provide additional information so that the claims could be as accurate and detailed as possible. In order to meet ministry timelines, all reviews had to be completed within a few days.

The original purpose of the internal review process was to assist schools in determining if a potential ISA 2 or 3 claim was, in fact, detailed and accurate enough to meet the rigor of the Ministry requirements. A second, unexpected benefit that became apparent during the course of the internal review process was the high degree of professional development that occurred for both school and support personnel. In addition, the positive team building that occurred among various stakeholders can only enhance the effectiveness of the board's multi-disciplinary approach to the delivery of special education programs and services.

PROVINCIAL VALIDATORS' PROCESS

In May four provincial validators spent several days at the Education Centre reviewing all ISA 1 claims and the 365 randomly selected ISA 2 and 3 claims. Their verbal feedback was very positive regarding the organization of the files and the cooperation of the support staff made available for clarification during the external validation process. However, the validators were not able to provide board staff with even an estimated validation rate, as they were required to submit preliminary findings to the Ministry for final analysis and decision-making.

The Ministry released written ISA review results in late August. It was gratifying to see that the board received a validation rate of 77.4%. This represents a 20-percentage point increase for Year Two. The increase in the result of the diligent effort expended by all involved school and support personnel and the fact that one person was assigned to coordinate all stages of the ISA process. The following table is a summary of the written review results.

2000-2001 ISA REVIEW RESULTS

Results from Validation Process

	ISA 2	ISA 3	TOTAL
# of students claimed	581	353	934
# of files reviewed	196	169	365
# of files validated	136	127	263
Validation rate	69.4%	75.1%	
Reviewed ISA 3 files validated as ISA 2		26	26
Total adjusted eligible files	457	265	723
Adjusted total validation rate			77.4%

The validation rate of 77.4% provides additional funding for special education programs and services, as shown in the following figures:

Funding based on 2000-2001 Claim Process	\$12,651,756
1999-2000 Allocation	\$11,259,291
Funding based on 1999-2000 ISA review	\$11,272,487

TOTAL ISA INCREASE FOR 2000-2001 \$ 1,379,269

SYNOPSIS OF ISA FEEDBACK

Because the internal review of ISA 2 and 3 claims was conducted for the first time this year with combined teams of school administrators and Instructional Services support staff, it was important to get feedback from involved stakeholder groups in order to refine next year's process. In June, an ISA feedback form was sent to each elementary and secondary school, as well as Communication Services, Psychological Services, Social Work Services and Special Education Services and members of Executive Council. (See Appendix).

Feedback forms were returned by 82 elementary and 11 secondary schools as well as Communication Services, Psychological Services and Special Education Services.

Collated data from the returned feedback forms corroborate all involved personnel's opinions that the ISA process requires an inordinate amount of time and effort each year. The following statistics are taken from the returned feedback forms.

Please note that these statistics are conservative estimates of the actual number of hours spent across the system, due to the fact that some schools were unable to return the feedback form given the many June activities.

- # of hours meeting with parents: 218.5
- # of hours meeting with (other Board support staff: 287.5
- # of hours attending System in-service/drop-in session(s): 330.0
- # of hours attending training sessions (for Ed. Centre staff only): 125.0
- # of hours compiling paperwork for ISA claim(s): **2,918.5**
- # of hours attending internal validation session in May: 608.1
- # of hours organizing ISA claims (for Education Centre staff only): 105.2
- # of hours for final review of 365 randomly selected ISA 2 and 3 claims: 229.25
- # of hours for other tasks related to compilation of ISA claims: 704.0

Total Number of staff Hours: 5526.0

COMMENTS REGARDING THE ISA INTERNAL REVIEW PROCESS

(a) Frequently stated positive comments:

- valuable professional development opportunity
- thorough, organized process
- helpful support system for schools
- good learning process

(b) Frequently stated concerns/issues:

- inconsistency of messages and criteria used by different validation teams
- not enough time allotted for claim(s) to be reviewed in depth
- clarification of ministry requirements offered late in the process
- timelines were too short

(c) Sample of suggestions for improvement for next year:

- start the process early in the school year
- conduct inservices on ISA process and IEP writing early in Fall, 2000
- provide standard models for IEPs, timetables, exemplary ISA claims

PLANS FOR NEXT YEAR'S ISA CLAIM PROCESS

The following recommendations are based on verbal and written feedback as well as direct experiences throughout the first three years of the ISA claim process.

1. Prepare a guideline during Fall, 2000 that defines specific tasks, responsibilities and timelines during the school year.

RATIONALE: a year-long process will allow for ongoing professional development opportunities in areas such as IEP writing, data collection and compilation of claims. As well, school and support personnel will not have to contend with the details and time constraints of the ISA process in a compressed period of time in the spring

2. Review a draft of the guideline with Executive Council and Instructional Services Principal Advisory Team.

RATIONALE: It is imperative that senior administration and school administrators be involved in the development of the plan as their support and recommendations will help to ensure its success.

3. Refine the multi-disciplinary team approach to the internal review process instituted in the spring, 2000.

RATIONALE: The multi-disciplinary team approach was generally viewed as an important innovation of the ISA claim process; however, some changes are necessary to make more effective use of time and personnel as well as to provide more in-depth support for schools.

4. Assign one person whose primary responsibility is to coordinate and monitor the ISA process during the school year, in consultation with the special education department and other personnel recommended by Instructional Services Principal Advisory Team.

RATIONALE: The ISA validation rate equates directly to the range of programs and services that the board can provide for its students with special needs. The task of developing implementing and monitoring an effective ISA process requires a significant amount of time, effort and a thorough knowledge of all relevant issues.

PROPOSED ISA PLAN 2000-2001

6-6

TIME FRAME	TASK	RESPONSIBILITY
by end of September	♦ Inform various stakeholder groups of validation rate for 2000-2001.	♦ Superintendent of Instructional Services
	♦ Coordinate the completion of all details related to ISA 1 and Special Incidence Portion applications according to Ministry requirements, Spring, 2000	♦ Principal of Special Education
by end of October	♦ Present the proposed ISA plan for 2000-2001 to Instructional Services Principal Advisory Team, Instructional Services supervisors and special education department for input and revisions.	♦ Superintendent of Instructional Services/ Principal of Special Education
	♦ Coordinate the analysis of the 365 ISA 2 and 3 claims validated in Spring, 2000, determine the process for sharing the results of the analysis with individual schools and arrange for the results to be shared with appropriate stakeholders. (NOTE: time frame is contingent on receiving the information from the Ministry by the end of September.)	♦ Superintendent of Instructional Services
	♦ Develop an action plan for revising ISA/internal review process for 2000-2001 based on ministry information and system/ special education department feedback.	♦ ISA Coordinator, designated special education consultant, special education department.
	♦ Develop a process for in service for IEP writing for: <ul style="list-style-type: none"> ▸ school administrators ▸ special education teachers ▸ Instructional Services support staff 	♦ ISA Coordinator, designated special education consultant, special education department.
	♦ Complete ISA 1 submissions for deadline in November.	♦ ISA Coordinator

by end of November	<ul style="list-style-type: none"> ◆ Present action plan for revising ISA/internal review process and process for in service for IEP writing to: <ul style="list-style-type: none"> ▸ school administrators ▸ special education teachers (including special class teachers) ▸ Instructional Services support staff <p>(NOTE: revisions to be made based on feedback from presentations.)</p>	◆ TBD
by end of February	<ul style="list-style-type: none"> ◆ Complete in services for IEP writing according to the agreed upon process ◆ Continue action plan for revising ISA/internal review process according to the approved steps. ◆ Coordinate other activities related to ISA process as required (e.g. contact with other boards and/or ministry; requests from Superintendent of Instructional Services). 	<ul style="list-style-type: none"> ◆ Designated special education consultant(s) ◆ ISA Coordinator and designated staff ◆ ISA Coordinator
by end of March	<ul style="list-style-type: none"> ◆ Attend Ministry training session. ◆ Coordinate the revision of forms for school and support staff use according to ministry guidelines. ◆ Continue action plan for revising ISA/internal review process according to the approved steps. 	<ul style="list-style-type: none"> ◆ ISA Coordinator and designated staff ◆ ISA Coordinator ◆ ISA Coordinator and designated staff
by end of April	<ul style="list-style-type: none"> ◆ Continue action plan for revising ISA/internal review process according to the approved steps. 	◆ ISA Coordinator and designated staff
by end of May	<ul style="list-style-type: none"> ◆ Continue action plan for revising ISA/internal review process according to the approved steps. 	◆ ISA Coordinator and designated staff
by end of June	<ul style="list-style-type: none"> ◆ Continue action plan for revising ISA process according to the approved steps. 	◆ ISA Coordinator and designated staff

8

The Hamilton-Wentworth District School Board

M e m o

Approved for distribution
by the Director.

Signature: _____

M. Matier

Date: _____

Sept 29/00

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: October 1, 2000

Re: Staffing Report – Full-Time Equivalent Positions

Recommended Action:

Moved by: _____

That the September, 2000 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of September, 2000.

8-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

2000 ACTUALS												2000/2001 BUDGET
APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC				
2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,011.30							2,075.00
	1,217.26	1,217.26	1,217.26	1,217.26	1,245.11							1,247.00
	380.00	380.00	380.00	380.00	392.00							402.00
	117.80	117.80	118.80	118.80	116.80							117.30
	409.93	409.93	409.93	409.93	411.93							410.93
	29.60	29.60	29.60	29.60	33.00							34.00
	151.00	151.00	151.00	152.00	152.00							152.00
	471.75	471.75	471.75	471.75	480.25							480.88
	4.87	4.87	4.87	4.87	4.87							4.87
	1.25	1.25	1.25	1.25	1.25							1.25
	22.83	22.83	22.83	22.83	15.38							15.38
	4,841.89	4,841.89	4,842.89	4,843.89	4,863.89							4,940.61

8-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD STAFF REPORT - FULL TIME EQUIVALENT POSITIONS													
2000 ACTUALS													2000/2001 BUDGET
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	
Teachers - Elementary	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,011.30				2,075.00
Teachers - Secondary	1,206.75	1,216.26	1,216.26	1,216.26	1,217.26	1,217.26	1,217.26	1,217.26	1,245.11				1,247.00
Teacher Assistants	375.00	376.50	380.50	380.00	380.00	380.00	380.00	380.00	392.00				402.00
Professionals & Paraprofessionals	117.80	117.80	117.80	117.80	117.80	117.80	118.80	118.80	116.80				117.30
School Administration	409.93	409.93	409.93	409.93	409.93	409.93	409.93	409.93	411.93				410.93
Consultants & Special Assign. Tchrs.	29.60	29.60	29.60	29.60	29.60	29.60	29.60	29.60	33.00				34.00
Board Administration & Governance	151.00	151.00	151.00	151.00	151.00	151.00	151.00	152.00	152.00				152.00
School Operations	471.75	471.75	471.75	471.75	471.75	471.75	471.75	471.75	480.25				480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87				4.87
Transportation	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25				1.25
Staff on Loan (recoverable)	21.67	22.33	22.83	22.83	22.83	22.83	22.83	22.83	15.38				15.38
Total Full Time Equiv. Positions	4,825.22	4,836.89	4,841.39	4,840.89	4,841.89	4,841.89	4,842.89	4,843.89	4,863.89				4,940.61



City Clerk's
City Hall, 1st Floor, West
100 Queen Street West
Toronto, Ontario M5H 2N2

Tel: (416) 397-4855
Fax: (416) 392-2983
clerk@city.toronto.on.ca
<http://www.city.toronto.on.ca>

August 15, 2000

Referred to the Education Committee at
September 21, 2000 Board.

TO ALL SCHOOL BOARDS IN ONTARIO:

I am enclosing for your information and any attention deemed necessary, Clause No. 1 contained in Report No. 6 of the Board of Health, headed "Bill S-20 – The Tobacco Youth Protection Act", which was adopted, without amendment, by the Council of the City of Toronto, at its meeting held on August 1, 2, 3 and 4, 2000.

May I draw your attention to Recommendation No. 2 of the Medical Officer of Health, as amended by the Board of Health, found at the beginning of the Clause.


for City Clerk
enclosure

Y. Davies/jd
Item No. 2

Also sent to: Prime Minister
Federal Minister of Health
Toronto Area Members of Parliament
Health Units in Ontario

c. Medical Officer of Health

health\letters\0724-02.cis

Clause embodied in Report No. 6 of the Board of Health, as adopted by the Council of the City of Toronto at its meeting held on August 1, 2, 3 and 4, 2000.

1
**Bill S-20 - The Tobacco Youth
Protection Act**

(City Council on August 1, 2, 3 and 4, 2000, adopted this Clause, without amendment.)

The Board of Health recommends adoption of the following report (July 11, 2000) from the Medical Officer of Health subject to amending Recommendation No. (2) by inserting "and all Boards of Education" after the word "Health", so that such recommendation shall now read as follows:

"(2) this report be forwarded to all Boards of Health and all Boards of Education in Ontario for similar endorsement and advocacy with their federal Members of Parliament.";

Purpose:

To inform the Board of Health of Bill S-20, the Tobacco Youth Protection Act and to seek endorsement of this bill by the Board of Health and City Council, in view of the Bill's potential contribution to Toronto's Comprehensive Tobacco Use Reduction Strategy.

Financial Implications:

There are no financial implications.

Recommendations:

It is recommended that:

- (1) the Board of Health and City Council endorse Bill S-20, the Tobacco Youth Protection Act, and request the Prime Minister, the Federal Minister of Health and all Toronto area Members of Parliament to support passage of Bill S-20 by the House of Commons; and
- (2) this report be forwarded to all Boards of Health in Ontario for similar endorsement and advocacy with their federal Members of Parliament.

Background:

Bill S-20 (see Appendix A), the Tobacco Youth Protection Act, is a Private Member's Bill sponsored by Senator Colin Kenny. The objective of the bill is to provide a substantial and stable source of funding for programs that can reduce tobacco consumption by young people. Funding would be provided by a \$0.0075 levy per cigarette (equivalent to 0.19 cents per pack, or \$1.50 per carton), which would produce about \$360 million annually across Canada. These

funds would be administered by an independent national foundation devoted to reducing tobacco consumption among Canadian youth. The levy would be applied directly to tobacco manufacturers, which have largely endorsed the initiative as a means of reducing smoking among children and youth.

The new draft bill builds upon its predecessor Bill S-13, which was adopted by the Senate in 1998 in response to widespread public support but was struck down by the Speaker of the House of Commons on a procedural technicality. The new bill appears to have addressed this problem.

Comments:

Each year, tobacco kills 12,000 Ontarians. The treatment of diseases caused by tobacco require more than one million hospital days, and costs the health care system more than \$1.1 billion annually. Tobacco costs the Ontario economy another \$2.6 billion in lost productivity each year.

Toronto Public Health has identified Tobacco Control as a priority in its three-year strategic plan, and has made a significant staff and resource commitment to its tobacco control strategy. Youth smoking prevention and cessation are a significant concern. Smoking rates among youth in Toronto average 24.8 percent among students in Grades 7-OAC, according to the most recent Ontario Student Drug Use survey. Across Canada, youth smoking rates approach 30 percent.

Effective tobacco control programs require a comprehensive approach with adequate levels of funding. Compelling evidence exists which shows that a comprehensive tobacco control program, if adequately funded to allow sustained implementation, can effectively prevent the onset of smoking.

In August 1999, the Centers for Disease Control (CDC) in Atlanta issued a report entitled, "Best Practices for Comprehensive Tobacco Control Programs". The report summarized successful programs in various jurisdictions which prevent young people from starting to smoke, help youth and adults to quit, and/or which eliminate non-smokers' exposure to second-hand smoke. The nine components of comprehensive tobacco control programs include:

- (1) community programs to reduce tobacco use (for example, youth prevention);
- (2) chronic disease programs to reduce the burden of tobacco-related diseases (for example, asthma prevention);
- (3) school programs (for example, teacher training and curriculum development);
- (4) enforcement (for example, sales to minors, smoking in public places);
- (5) provincial programs (for example, media advocacy);
- (6) counter-marketing (for example, to promote smoking cessation and reduce the risk of starting);
- (7) cessation programs (for example, counselling and medication);
- (8) surveillance and evaluation (for example, 5 percent of program resources for evaluation purposes); and
- (9) administration and management (for example, 5 percent for adequate staffing and management structures).

The CDC report also recommended per capita spending ranges for different sizes of population. For example, Massachusetts levied an extra \$0.25 cents on cigarettes in 1992 and raised \$96 million for tobacco control (\$15.00 per capita). Between 1993 and 1999, Massachusetts

experienced a 35 percent reduction in overall sales of cigarettes, a 30 percent decline in tobacco use among middle school aged children, and a 20 percent decline in consumption among high school students. California, which has a comprehensive, well funded tobacco control program, has a current youth smoking rate of 11 percent while Canada's youth smoking rate is currently 30 percent.

For jurisdictions the size of Canada, the CDC proposed spending between \$9.00 and \$24.00 per capita (in Canadian dollars). Bill S-20 proposes \$12.00 per capita, which is toward the modest end of the recommended range. By comparison, the federal government currently spends \$20 million annually on tobacco control, which amounts to only \$0.66 cents per capita. Canada's level of spending on tobacco control is dwarfed by per capita spending in the United States, which ranges from \$8.58 in Maryland to \$22.95 in Vermont. Moreover, the federal government spends only \$1.00 on tobacco control for every \$1,000.00 it collects in tobacco taxes (\$20 million in spending versus \$2.25 billion in taxes, including GST).

A funding level of \$12.00 per capita would make over \$27 million available each year for tobacco control targeted at the residents of Toronto. This would include funds spent by all three orders of government and by non-governmental organizations serving this catchment area. It is noteworthy that these funds could be directly accessed by the City without the jurisdictional or political complications inherent in a federal/provincial resource allocation process.

Local public health initiatives that could be funded include better skills training programs for responsible decision-making among children and youth, and stronger enforcement of existing laws to restrict their access to tobacco products. For example, funding for Toronto's "Not To Kids" campaign, which is due to expire in October 2000, could be made permanent and properly evaluated for long term effectiveness. Smoking cessation services could be greatly expanded, with an emphasis on wider public access to counselling (drug therapies and quit smoking hotlines). Further research could be done on programs targeting youth in specific socioeconomic and ethnocultural groups. More sustained funding would also be available for community coalitions operating in the areas of heart health promotion and cancer prevention.

Conclusion:

Existing funding levels for tobacco control are inadequate and have not allowed implementation of sustained comprehensive tobacco control strategies. The enhanced funding that may become available if Bill S-20 is passed will greatly assist Toronto Public Health's tobacco control activities. This report requests the Board of Health and City Council to endorse this proposal to raise funds from tobacco manufacturers for tobacco use prevention strategies among children and youth.

Bill S-20 represents a unique opportunity to raise a significant amount of money for tobacco control initiatives in Toronto at no expense to local taxpayers.

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Appendix A

2nd Session, 36th Parliament,
48-49 Elizabeth II, 1999-2000
THE SENATE OF CANADA
BILL S-20

An Act to enable and assist the Canadian tobacco industry in attaining its
objective of preventing the use of tobacco products by young persons in Canada

Preamble

WHEREAS the Canadian tobacco industry (hereinafter called the "industry") recognizes that tobacco is a controversial product because of the health risks associated with its use;

AND WHEREAS the industry has expressed to Parliament that it believes that smoking is an adult activity and shares the policy objective of governments and people of goodwill everywhere to prevent youth smoking;

AND WHEREAS young persons continue to use tobacco products sold by the industry despite the fact that the sale of tobacco products to them is illegal in Canada;

AND WHEREAS the industry acknowledges that public concern about youth smoking is widespread and justified and that many Canadians blame the industry when young persons smoke;

AND WHEREAS individuals who work in the industry do not wish to be responsible or to be perceived as responsible for the addiction of young persons to tobacco products;

AND WHEREAS the industry agrees to actively support the vigorous enforcement of federal and provincial laws forbidding the sale of tobacco products to minors;

AND WHEREAS the industry is aware that the methods to combat youth smoking used to date have not been effective to eliminate youth smoking;

AND WHEREAS the industry has on many occasions expressed to governments its willingness to cooperate with them in their efforts to prevent youth smoking because it lacks the credibility to take such measures on its own;

AND WHEREAS outside of Canada, tobacco companies have launched sizeable anti-youth-smoking campaigns that parallel public sector campaigns, but have encountered scepticism on the part of the public regarding the legitimacy of such initiatives and of the motives of those who sponsor them;
AND WHEREAS the industry is operating in a business climate in which it is subject to increasing hostility from the public and from government;

AND WHEREAS it is expedient to enact as hereinafter set forth:

NOW, THEREFORE, Her Majesty, by and with the advice and consent of the Senate and House of Commons of Canada, enacts as follows:

SHORT TITLE

Short title 1. This Act may be cited as the *Tobacco Youth Protection Act*.

PART I INTERPRETATION

Definitions 2. The definitions in this section apply in this Act.

"advisory panel"
«comité
consultatif» "advisory panel" means the advisory panel established under section 14.

"Board"
«conseil
d'administration» "Board" means the Board of Directors of the Foundation established under section 12.

"Council"
«Conseil» "Council" means the Canadian Tobacco Manufacturers' Council and includes a successor generally recognized by Canadian tobacco manufacturers as their spokesperson.

"Foundation"
«Fondation» "Foundation" means the Canadian Tobacco Youth Protection Foundation established under section 5.

"levy"
«prélèvement» "levy" means the levy for industry purposes imposed by section 35.

"Minister"
«ministre» "Minister" means the Minister of Health.

"sponsor of the
Foundation"
«commanditaire
de la Fondation» "sponsor of the Foundation" means a person who pays a levy.

"tobacco
product"
«produit du
tabac» "tobacco product" means cigarette, tobacco stick, cigar or leaf tobacco intended for retail sale or any other product intended for human consumption the main ingredient of which is tobacco.

young
person"
«jeune» "young person" means a person under 18 years of age.

PURPOSE

Purpose of Act 3. (1) The purpose of this Act is to
(a) enable and assist the Canadian tobacco industry in attaining the objective it articulated to Parliament of preventing the use of tobacco

products by young persons in Canada;

(b) provide a framework for a national private sector effort to address the problem of the use of tobacco products by young persons in Canada that complements public sector efforts; and

(c) complement the general legislative response to the national public health problem of substantial and pressing concern addressed in the *Tobacco Act*.

Corollary
purpose

(2) This Act is intended to achieve the industry purposes set out in paragraphs (1)(a) and (b) while attaining at the same time the purpose referred to in paragraph (1)(c).

Interpretation

4. This Act shall be construed and applied in a manner that achieves the purposes of this Part and attains the benefits to the industry recognized in Part III.

PART II FOUNDATION ESTABLISHED

Foundation
established

5. There is hereby established a corporation without share capital to be known as the Canadian Tobacco Youth Protection Foundation.

OBJECTS

Objects

6. The objects of the Foundation are

(a) to protect the health of young persons throughout Canada from the numerous debilitating and fatal diseases and other consequences injurious to health that are associated with tobacco use;

(b) to protect young persons throughout Canada from inducements to use tobacco products and to counteract such inducements;

(c) to discourage and prevent tobacco use by young persons throughout Canada, including children, and to fight their addiction to tobacco and dependence on its use;

(d) to develop a multi-year strategy to combat the use of tobacco products by young persons and to involve young persons as much as possible in the design and execution of any programs that are part of the strategy;

(e) to examine existing models of best practices for tobacco control in North America and, in consultation with recognized health organizations, to develop a model to be applied in Canada and to review it from time to time by comparing it with other models developed in other countries;

(f) to monitor the use of tobacco products throughout Canada by gathering, commissioning, sharing and publicizing statistics and, in

particular, statistics on the market share of brands and on their use by different groups of young persons;

(g) to gather, sponsor, commission, conduct and share research on the use of tobacco products throughout Canada and on ways to motivate young persons not to start using tobacco products and to cease using them;

(h) to develop and distribute educational tools, plan and execute communications strategies, run advertising campaigns, use the media and disseminate information through other means to discourage and prevent the use of tobacco products by young persons;

(i) to hold and sponsor programs, conferences and peer and other group activities to discourage and prevent the use of tobacco products by young persons;

(j) to engage in and fund, at the local, regional and national levels throughout Canada, activities of health groups and other organizations and persons that are intended to discourage and prevent the use of tobacco products by young persons;

(k) to organize, promote, coordinate, participate in and support, throughout Canada and elsewhere, financially and otherwise, all forms of activity that assists in the protection of young persons from the use of tobacco products;

(l) to recommend initiatives by government, the tobacco industry and others that could help to prevent use of tobacco products by young persons;

(m) to receive, hold and spend the funds raised by the levy imposed by this Act in order to attain its objects;

(n) to receive, hold and spend gifts, legacies and grants in order to attain its objects; and

(o) generally, to do all such things as are conducive to the attainment of its objects.

POWERS

Capacity

7. (1) The Foundation has the capacity of a natural person and, subject to this Act, all the rights, powers and privileges of a natural person.

Borrowing
powers

- (2) The Foundation may, in furtherance of its objects,
- (a) borrow money on the credit of the Foundation;
 - (b) issue, reissue, sell or pledge debt obligations of the Foundation; and

(c) subject to the terms, if any, under which the property was acquired, create any security interest in all or any property of the Foundation, owned or subsequently acquired, to secure any obligation of the Foundation.

Investments

8. The Foundation may, in furtherance of its objects, invest the funds of the Foundation in any manner it deems suitable.

Works or undertakings necessary for objects

9. The Foundation may acquire, establish and manage any non-profit work or undertaking necessary to its objects.

Capacity of Foundation

10. (1) The Foundation may carry on its activities throughout Canada.

Extraterritorial capacity

(2) The Foundation has the capacity to carry on its activities and affairs and to exercise its powers in any jurisdiction outside Canada to the extent that the laws of the jurisdiction permit.

HEAD OFFICE

Head office

11. (1) The head office of the Foundation shall be at such place in Canada as the Board may determine.

Notice

(2) Notice of the location of the head office of the Foundation and of every change in location shall be published in the Canada Gazette.

ORGANIZATION

Board

12. (1) There shall be a Board of Directors of the Foundation consisting of not less than 9 and not more than 20 members.

Functions

(2) The Board is responsible for the business and affairs of the Foundation and may, in carrying out its responsibilities, exercise all the powers of the Foundation.

Initial appointments

13. (1) Each initial director, other than the President, shall be appointed by the Minister to hold office for any term of not more than three years that will ensure, as far as possible, the expiry in any one year of the terms of office of not more than one-third of the members.

Subsequent appointments

(2) Subject to subsection (1) and to section 16, directors shall be appointed by the Minister to hold office for a three-year term.

Reappointment

(3) Directors may be appointed under this section for no more than two consecutive terms.

Removal

(4) Directors appointed under this section hold office during good behaviour, and may only be removed by resolution of the Board.

Chair	(5) The Board shall elect a Chair from among the directors.
Advisory panel	14. (1) The Minister shall establish an advisory panel to advise the Minister with respect to the appointment of members of the Board.
Membership	(2) The advisory panel may include a young person, representatives of the provincial ministers of the Crown responsible for health, representatives of health groups and such other persons as the Minister considers appropriate.
Appointment of members of panel	15. (1) After having considered the advice of the advisory panel established under section 14, the Minister shall appoint as members of the Board persons who reflect a wide range of groups, communities, diverse perspectives and skills, and who are able to contribute to the achievement of the objectives of the Foundation.
Required directors	(2) The Board shall ordinarily have as members <ul style="list-style-type: none"> (a) at least one health care professional with demonstrated expertise in youth behaviour; (b) at least one person between the ages of 18 and 25; and (c) at least one representative of health care groups.
President	16. (1) The Board shall elect the President of the Foundation.
Chief executive officer	(2) The President is the chief executive officer of the Foundation and, subject to the direction and control of the Board, is responsible for the day-to-day direction and management of the Foundation.
Term	(3) The President shall hold office during good behaviour for a term of not more than five years, and is eligible for re-election.
Member	(4) The President is a member of the Board.
Duty of care	17. Every director and officer of the Foundation, in carrying out any duties and functions under this Act, shall <ul style="list-style-type: none"> (a) act honestly and in good faith with a view to the best interests of the Foundation; and (b) exercise the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.
Youth advisory committee	18. (1) The Board shall establish a youth advisory committee consisting of not less than 13 and not more than 26 persons to advise the Board on strategies and programs for the achievement of the objectives of the Foundation.

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| Young persons | (2) Members of the youth advisory committee must be young persons at the time of their appointment. |
| Initial members | (3) Each initial member of the youth advisory committee shall be appointed to hold office during good behaviour for a term of not more than three years that will ensure, as far as possible, the expiry in any one year of the terms of office of not more than one third of the members. |
| Subsequent members | (4) Subject to subsection (3), members of the youth advisory committee shall be appointed by the Board to hold office for a three-year term. |
| Reappointment | (5) Members may be appointed under this section for no more than two consecutive terms. |
| Tenure | (6) Members appointed under this section hold office during pleasure. |

REMUNERATION AND EXPENSES

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| Remuneration - advisory panel | 19. (1) Members of the advisory panel shall serve without remuneration but the Foundation may pay the reasonable travel and living expenses that they incur while absent from their ordinary place of residence in the course of performing duties and functions under this Act. |
| Remuneration - President | (2) The Foundation shall pay to the President <ul style="list-style-type: none">(a) the salary and benefits fixed by the Board; and(b) the reasonable travel and living expenses incurred by the President in the course of performing the President's duties while absent from the President's ordinary place of work. |
| Remuneration - Board | (3) The Foundation shall pay to each member of the Board other than the President <ul style="list-style-type: none">(a) the fees fixed by the Board for attendance at meetings of the Board or any of its committees or for the performance of other duties; and(b) the reasonable travel and living expenses incurred by the member in the course of performing their duties while absent from their ordinary place of residence. |
| Remuneration - youth advisory committee | (4) Members of the youth advisory committee shall serve without remuneration but the Foundation may pay the reasonable travel and living expenses that they incur while absent from their ordinary place of residence in the course of performing duties and functions under this Act. |

By-laws

20. The Board may make by-laws for the regulation of its proceedings and generally for the conduct of the business and affairs of the Foundation.

MEETINGS

Meeting - Board

21. The Board shall meet at least once every two months, at the time and place of its choice.

Meetings - youth advisory committee

22. The youth advisory committee shall meet at least quarterly in each year, at the time and place directed by the President.

COMMITTEES

Establishing committees

23. (1) The Board may establish by by-law an executive committee and other committees of the Board.

Membership

(2) A by-law establishing a committee, other than the executive committee, may provide for the committee's membership to include persons who are not members of the Board.

Remuneration

(3) The members of a committee who are not members of the Board may be paid for their services the fees fixed by the Board.

TRANSPARENCY

Transparency

24. (1) The business and affairs of the Foundation shall be generally conducted in a transparent manner that is open to public scrutiny.

Board meetings public

(2) Subject to exceptions provided by by-law, meetings of the Board shall be open to the public.

Public access

(3) Subject to exceptions provided by by-law, the Foundation shall make all information concerning its business and affairs available to the public.

Contract information

(4) The Foundation, on the day that it awards a contract for program services under subsection 32(2), shall publicly disclose comprehensive and detailed information concerning the contract.

Routine financial information

(5) The Foundation shall prepare and make public quarterly financial statements, which disclose comprehensive and detailed information concerning all contracts awarded under section 32 in the quarter.

CONFLICT OF INTEREST

Declaration of interest

25. (1) Every member of the Board shall declare to it, in writing, every interest that could give rise to a conflict of interest with the member's duty to the Foundation.

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| Interests to be declared | (2) Every position, office, contract or other interest held, directly or indirectly, by the member, or by a person or persons with whom the member does not deal at arm's length and of which the member has knowledge, must be declared under subsection (1). |
| Timing of declaration | (3) A declaration under subsection (1) shall be made at the time that the member joins the Board and whenever after an interest that must be declared either is acquired or comes to the attention of the member. |
| Declaration of conflict of interest | (4) A member for whom a contract, grant, activity, plan or other matter to be discussed by the Board would give rise to a conflict of interest shall, prior to the discussion, disclose the nature and extent of the personal interest that would be in conflict and follow the directions of the Board given under subsection (5). |
| Council to give direction | (5) The Board shall give direction to a member who has declared a conflict of interest and shall decide whether the member may participate in the consideration of a matter, should refrain from discussion concerning it, should refrain from voting with respect to it or should withdraw from the meeting. |
| Council to give direction | (6) Where the Board determines that a conflict of interest exists between a member's duty to the Foundation and a personal interest of the member, the Board may, in its discretion, put the member to the option of eliminating the conflict of interest or resigning from the Board by a specified time. |
| Conflict of interest guidelines | (7) The Board may establish conflict of interest guidelines and additional procedures to resolve conflict of interest, including techniques for the identification of potential conflict of interest situations. |
| No association with sponsors | 26. (1) No member of the Board may be a director, officer, member or employee of a sponsor of the Foundation. |
| No personal financial benefit | (2) No member of the Board may, directly or indirectly, knowingly and wilfully, receive a personal financial benefit from a sponsor of the Foundation, except when the benefit is received through the Foundation. |

NON-PROFIT STATUS

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| Non-profit status | 27. (1) Any profits or accretions to the value of the property of the Foundation shall be used to further the activities of the Foundation and no part of the property or profits of the Foundation may be distributed, directly or indirectly, to any member of the Board. |
| Minimum percentage for Foundation activities | (2) The Foundation shall spend 95% or more of the aggregate of all amounts raised by the levy under this Act on activities carried on by it and disbursements that directly further its objects, but nothing in this Act |

requires the Foundation to spend the amounts in the fiscal year in which they are raised.

Maximum
percentage for
administrative
costs

(3) The Foundation shall not spend in a fiscal year more than 5% of the amounts raised by levy in that fiscal year on the administrative costs of the Foundation, but nothing in this subsection applies to other revenues of the Foundation.

SPONSORS

Sponsors

28. Subject to all limitations imposed by law or otherwise, a sponsor of the Foundation may use the name of the Foundation for the purpose of seeking recognition of the sponsorship.

INDEPENDENCE

Independence

29. (1) The Foundation is established on behalf of the Canadian tobacco industry but is independent of it in order to provide the Foundation with more credibility.

Cooperation with
tobacco industry

(2) The Foundation may cooperate with tobacco growers, manufacturers, wholesalers and retailers in order to achieve the Foundation's objects and in order to assist members of the tobacco industry in achieving the industry's publicly stated objective of preventing tobacco use by young persons in Canada.

No funds to be
paid to sponsor

(3) Notwithstanding subsection (2), no funds of the Foundation shall be paid to a sponsor of the Foundation.

Funds are not
public funds

30. (1) For greater certainty, the Foundation is not an agent of Her Majesty and its funds are not public funds of Canada.

Cooperation with
governments

(2) The Foundation may cooperate with the Government of Canada or of any province in order to achieve its objects and in order to help the tobacco industry in achieving its objective, as expressed to Parliament, of preventing smoking by young persons in Canada.

PROGRAMS

Workplans for
activities or
projects

31. (1) A health group, organization or person that applies to the Foundation for the funding of a program, project or activity shall submit to the Foundation a workplan satisfactory to the Foundation, which must include a proposal for the periodic evaluations referred to in subsection (2).

Evaluations

(2) A health group, organization or person receiving funds from the Foundation based upon a workplan referred to in subsection (1) shall cause periodic evaluations of the program, project or activity to be made, to the satisfaction of the Board.

Funds for
evaluations

(3) A health group, organization or person receiving funds from the Foundation for a program, project or activity shall use at least 10% of the funds to conduct the evaluations referred to in subsection (2), unless the Board is satisfied that comprehensive evaluations can be made by spending less than 10% of the funds.

Report to
Foundation

(4) A health group, organization or person receiving funds from the Foundation for a program, project or activity shall cause a report of any evaluation referred to in subsection (2) to be submitted to the Foundation as soon as possible after the completion of the evaluation.

Public tender
limit

32. (1) The Board shall set a limit, by by-law, over which it must call tenders by public advertisement for program services.

Award

(2) Where the Foundation has called tenders under subsection (1), it shall not award a contract for program services in an amount over the limit set by by-law unless

(a) at least two tenders have been received; and

(b) the tender of the person to whom the contract is to be awarded offers the best value for money in the opinion of the Board.

Emergencies

(3) Notwithstanding subsection (1), in the case of an emergency where delay would be injurious to the Foundation, it may award a contract for program services in an amount over the limit set by by-law without calling tenders.

WIND-UP

Dissolution

33. (1) The Foundation may be wound up and dissolved under the *Winding Up and Restructuring Act*.

Application by
Council

(2) If the Foundation fails to submit to the Council a report required by section 45 for a period of two years, the Council is entitled to apply under the *Winding Up and Restructuring Act* for the wind-up and dissolution of the Foundation.

Property of the
Foundation

(3) In the event of the dissolution of the Foundation, any property of the Foundation that remains after the payment of its debts and liabilities or after the making of an adequate provision for the payment of its debts and liabilities shall be transferred to the Council.

Notice

(4) Notice of a dissolution pursuant to subsection (1) shall be published in the *Canada Gazette*.

PART III
INDUSTRY BENEFITS

Industry benefits

34. The benefits of this Act to the Canadian tobacco industry are declared to include:

- (a) the declaration in law that preventing the use of tobacco products by young persons in Canada is an industry objective;
- (b) the creation of a national program sponsored by members of the industry and standing to its credit that the industry could not have created or co-ordinated on its own;
- (c) official community sanction of a credible industry-funded program of the highest priority because of the vulnerability of young persons;
- (d) access to the information gathered by the Foundation regarding the use of tobacco products by young persons in Canada;
- (e) the containment of the sale and circulation of industry products to young persons in an illegal and unethical market;
- (f) some mitigation of the damage to the reputation of the industry that results from the negative effects of its business
 - (i) on young persons, and
 - (ii) on the morale of its workers;
- (g) public recognition for funding the Foundation's initiatives to address a harmful and unethical spill-over effect of the industry's business;
- (h) the improvement in the business climate for the industry that can flow from its enactment; and
- (i) the basis that is laid for
 - (i) a greater tolerance of the industry to the extent that its products are used in a legal market, and
 - (ii) reasonable limits on regulation of the industry.

PART IV
LEVY FOR INDUSTRY PURPOSES

Levy

35. (1) Every person who, for the purposes of trade, manufactures, produces or imports tobacco products is liable, on selling, transferring, or otherwise disposing of the tobacco product, to pay a levy at the rate of:
- (a) \$0.0075 per cigarette;
 - (b) \$0.0075 per tobacco stick;
 - (c) \$0.0750 per cigar; and
 - (d) \$0.0075 per gram of manufactured tobacco used to make a

tobacco product other than a product described in paragraphs (a) to (c).

Levy to be
collected
only once

(2) The levy may be assessed and collected only once with respect to a tobacco product.

Reduction or
waiver of levy

(3) If the Foundation, in its fifth or any subsequent financial year, determines and reports that five per cent or less of young persons in Canada are using tobacco products, the Foundation may, by resolution of the Board, reduce the amount of the levy under subsection (1) for the following year to an amount that it considers appropriate or may waive the levy for the year.

Notice

(4) Notice of every resolution under subsection (3) that reduces or waives the levy shall be published in the Canada Gazette.

Registration,
statements of
account and
payment of levy

36. Every person who is liable to pay a levy shall

(a) register with the Foundation;

(b) keep statements of account of their activities of manufacturing, producing and importing tobacco products and furnish to the Foundation those statements and such other information and returns as are required under this Part and the regulations;

(c) pay to the Foundation the levies that the person is liable to pay under this Part, at its head office if an agent has not been appointed under section 38, or to the agent if an agent has been appointed under that section; and

(d) comply with the requirements of this Act and the regulations made under it.

Date of
payment

37. Subject to regulations made under section 40:

(a) a levy that is payable, for the period from the day that this Act is assented to until the day that is the last day of the month in which the first meeting of the Board of the Foundation is held, shall be paid, on a self-assessed basis, on the 15th day of the following month; and

(b) for months after the period described in paragraph (a), a levy that is payable for a month or portion thereof shall be paid on a self-assessed basis on the 15th day of the following month.

Agent to
collect levy

38. The Foundation may appoint and remunerate an agent to collect the levy for it and the Council may be appointed as agent for this purpose.

Debt recoverable
in court

39. A levy payable under this Act constitutes a debt payable to the Foundation and is recoverable as such in any court of competent jurisdiction, together with all costs associated with the recovery of the debt.

REGULATIONS

Regulations

40. The Minister may make regulations
- (a) providing for the assessment of the levy;
 - (b) providing for the collection of the levy, including the setting of a date on which a levy is to be paid;
 - (c) providing for the manner in which the levy is to be paid;
 - (d) setting out the evidence by which a person's liability to pay the levy and discharge of that liability may be established; and
 - (e) providing for such other matters as the Minister considers appropriate.

Council may
make
representations

41. The Minister shall offer the Council the opportunity to make representations with respect to a regulation to be made under section 40, and must allow thirty days from the date the offer is made for the Council to make the representations.

GENERAL

Where Council
unable to act

42. In the event that the Council ceases to exist or refuses or is unable to act for any purpose under this Act, the Minister may appoint by order, after consultation with such persons liable to pay a levy under this Act as the Minister considers appropriate, a person or body to act in place of the Council for the purposes of this Act.

PART V OFFENCES AND PUNISHMENT

Offence by
persons liable to
pay levy

43. (1) Every person who contravenes section 35 is guilty of an offence and is liable, in addition to paying the levy imposed under this Act,
- (a) on summary conviction, to a fine not exceeding \$100,000 or to imprisonment for a term not exceeding one year, or to both; or
 - (b) on conviction on indictment, to a fine not exceeding \$300,000 or to imprisonment for a term not exceeding two years, or to both.

Offence by
employee
or agent

- (2) In any prosecution under this Act, it is sufficient proof of the offence to establish that it was committed by an employee or agent of the accused, whether or not the employee or agent is identified or has been prosecuted for the offence, unless the offence was committed without the accused's knowledge or consent and the accused exercised all due diligence to prevent the commission of the offence.

Offence by
officer,

- (3) Where a corporation commits an offence under this Act, any officer,

director or agent director or agent of the corporation who directed, authorized, assented to, acquiesced in or participated in the commission of the offence is a party to and guilty of the offence and is liable on conviction to the punishment provided for the offence whether or not the corporation has been prosecuted or convicted.

Due diligence (4) No person is, by virtue of subsection (3), to be found guilty of an offence under this Act, if the person establishes that the offence was committed without the person's knowledge or consent and that the person exercised due care and diligence to prevent the commission of the offence.

Venue (5) A prosecution for an offence under this Act may be instituted, heard, tried and determined by a court in any jurisdiction in which the accused carries on business, regardless of where the subject-matter of the prosecution arose.

Limitation period (6) A prosecution for a summary conviction offence under this Act may be instituted at any time within two years after the time when the subject-matter of the proceedings arose.

PART VI AUDIT

Audit 44. (1) The Auditor General of Canada shall annually audit the accounts and financial transactions of the Foundation and provide a report to the Minister and to the Foundation.

Cost recovery (2) Audits required by this section shall be conducted on a cost recovery basis, and the Foundation shall pay all costs incurred by the Auditor General in preparing a report under subsection (1).

PART VII REPORT TO PARLIAMENT

Annual report 45. (1) The Foundation shall, as soon as possible, but no later than six months after the end of each financial year, submit a report to the Council, which report must include

- (a) statistics the Foundation has on the use of tobacco products by young persons in Canada;
- (b) statistics the Foundation has on the market share of brands and on their use by different groups of young persons in Canada;
- (c) statistics the Foundation has on the variations in the annual rates of use of tobacco products by young persons in Canada;
- (d) information on the Foundation's activities and an assessment of the effectiveness of these activities; and

(e) financial statements and the auditor's report for the Foundation.

Tabling of
report

(2) Within fifteen days of receiving the report referred to in subsection (1), the Council shall submit it to the Minister, who shall cause a copy of the report to be laid before each House of Parliament on any of the first fifteen sitting days on which that House is sitting after the day on which the Minister receives it.

PART VIII FIVE-YEAR REVIEW

Review

46. (1) Five years after this Act comes into force, the Minister shall cause to be conducted an independent review of this Act and of the administration and operation of the Foundation.

Report to
Parliament

(2) The Minister shall cause a copy of the report on the review conducted pursuant to subsection (1) to be laid before each House of Parliament on any of the first fifteen days on which that House is sitting after the review is completed.

CAS ON HW 226

A33E

2000

EDUCATION COMMITTEE

Thursday, November 2, 2000

7:00 p.m.

A G E N D A

7:00 p.m.

URBAN MUNICIPAL

1. Call to Order
2. Approval of the Minutes of October 5, 2000
3. Business Arising from the Minutes
4. Approval of Agenda

J. Bishop

NOV 06 2000

GOVERNMENT DOCUMENTS

ACTION ITEMS:

- | | |
|---|------------|
| 5. Report on System Needs | M. Botting |
| 6. Communication Services Year-End Report | M. Botting |
| 7. Social Work Services Year-End Report | M. Botting |
| 8. Psychological Services Year-End Report | M. Botting |
| 9. Draft Policy "Special Class/Program Locations" | M. Botting |
| 10. Recommendation from the French Immersion Advisory Committee | K. Croxall |
| 11. Physical Activity Survey | K. Croxall |
| 12. Learning Opportunities Plan - Proposal Approvals 2000-2001 Report | W. Joudrie |
| 13. Ontario Curriculum Year-End Review Report 1999-2000:
Monitoring Component | K. Croxall |
| 14. 2000 EQAO Results | K. Croxall |
| 15. Selection of Learning Resources Policy: Challenge from the Delta School
Council re <i>Hunter's Guide</i> | K. Croxall |
| 16. Staffing Report - Full-time Equivalent Positions (<i>will be provided at the meeting</i>) | D. Grant |
| 17. Board Referral: Hamilton Regional Conservation Authority re User Fees | |
| 18. Request for a Report re Westmount School Program | L. Orban |
| 19. Report to the Board on the Education Committee | J. Bishop |

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

20. Public Questions for Clarification

Future Meetings:

Business Committee	November 9, 2000	7:00 p.m.
Board	November 16, 2000	8:00 p.m.
Special Education Advisory Committee	November 29, 2000	7:00 p.m.

ADDITIONAL
INFORMATION FOR
THIS EVENING'S
MEETING OF THE
EDUCATION COMMITTEE

Open Agenda

ACTION ITEMS

- 14. 2000 EQAO Results
- 16. Staffing Report – Full-time Equivalent Positions

Please add this information to your agenda package.

EDUCATION COMMITTEE
2000 11 02

MINUTES OF THE EDUCATION COMMITTEE

October 5, 2000

Those present: Judith Bishop (Chair), Janice Dewar, Wes Hicks, Eleanor Johnstone, Ray Mulholland, Reg Woodworth and Aleksandra Nikolic (Student Trustee).

Regrets: Heather Bullock, Lillian Orban, Laura Peddle, Joseph Rogers and Bruce Wallace.

In attendance: M. Botting (Superintendent of Instructional Services and Secretary Pro Tem), K. Bain (Superintendent of Education – County West), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), A. Cupido (Superintendent of Plant Services), P. Gillie (Superintendent of Education – Mountain East), D. Grant (Superintendent of Business and Treasurer) and C. Reid (Superintendent of Education – City West).

Also in attendance: D. Russon, Manager of Human Resources.

The Chair called the meeting to order at 7:10 p.m.

At this point, the Chair welcomed A. Nikolic, student trustee, to the Education Committee. Noting the Director's absence due to illness, she asked for nominations for Secretary Pro Tem.

**It was moved by R. Woodworth: That M. Botting be appointed Secretary Pro Tem.
CARRIED.**

2. Approval of the Minutes of September 7, 2000

**It was moved by E. Johnstone: That the minutes of September 7, 2000 be approved.
CARRIED.**

3. Business Arising from the Minutes

When J. Bishop inquired about a report regarding the priorities for the curriculum, K. Croxall clarified that the report she provided the members at the September meeting showed the priorities for the next three years with an update during the annual review.

4. Approval of Agenda

Added Item:

10. Correspondence:

a) Letter from Elementary Teachers' Federation of Ontario re World Teachers' Day – R. Woodworth

**It was moved by R. Woodworth: That the agenda be approved, as amended.
CARRIED.**

ACTION ITEMS:

5. Report of the Supervised Alternative Learning for Excused Pupils Committee

M. Botting provided an overview and then called on M. Powell, Supervisor of Social Work Services, who reviewed the report. He then acknowledged the efforts of staff at the SALEP Centre and recognized the on-going assistance of the Human Resources Development Canada to this program.

It was moved by R. Woodworth: That the Report of the SALEP Committee dated September 14, 2000 be approved:

SALEP Year-End Report, 1999-2000

It was moved by H. Bullock: That the SALEP Year-End Report for 1999-2000 be approved.

On behalf of the Board, J. Bishop thanked staff, community representatives and other stakeholders for their continuing efforts for SALEP.

To the motion, **CARRIED.**

6. Special Education Funding Report, September 2000

M. Botting introduced the report. She then called on N. Harper, former Special Education Co-ordinator, and P. Greenberg, Principal of Special Education Services, who reviewed the salient details of the report, particularly the ISA process for the last three years, the provincial validation process, synopsis of ISA feedback and the plans for next year's ISA claim process.

In response to E. Johnstone's query regarding the assessment from medical practitioners, P. Greenberg indicated that this diagnosis is a Ministry requirement. In explaining the process, he noted that special education staff review the student's file and if there is a missing requirement, e.g. medical diagnosis, then the parents are contacted to have this completed.

M. Botting advised further that the medical practitioner's assessment is a new requirement, noting that flaws and concerns identified, particularly timelines, will be addressed in collaboration with the separate district school board to a group of Chedoke therapists and physicians sometime in October.

Responding to R. Mulholland, M. Botting confirmed the considerable Ministry expenses incurred with the validation process. The Board has also expended many staff hours in facilitating the ISA process with no additional funding support from the Ministry.

Recognizing that Board staff should be commended for their efforts, R. Woodworth indicated that the Ontario Public School Boards' Association (OPSBA) costing of the ISA validation process revealed that "it took forty cents to gain a dollar". He felt that it should be pointed to the Ministry that there are other/better ways of doing this exercise.

At this point in the meeting, J. Bishop read a letter from Dr. Rod MacLeod, Medical Co-Director – Children's Hospital Chedoke Child and Family Centre, providing reaction to J. Bishop's overview of special education issues in our board and comments regarding special education funding from Bonnie Buchanan of Cornerstone Youth Services.

D. Grant clarified for J. Bishop that, in a general perspective, there has been an increase in special education funding for 2000-2001 over the 1999-2000 budget as the Ministry begins to acknowledge the importance of special education programming.

It was moved by R. Mulholland: That the Special Education Funding Report, September 2000 be received for information.
CARRIED.

The Chair thanked the presenters for the informative report.

7. Verbal Update re Speech and Language

M. Botting recalled the discussion at the last meeting pertaining to concerns about the high waiting list for speech and language classes. She noted further that, per direction from the Board, a report will be forthcoming in November.

M. Botting related that in reviewing the task ahead, several areas of consideration have become apparent. It will be beneficial to look at a number of support programs in place this year across the system, the learning opportunities proposals reviewed and approved, the resources provided by augmentative teams as well as observing other school boards' practices for possibilities outside of our own boundaries. Other key factors to consider will include deployment of staff, teacher staffing and input from all stakeholders.

It was moved by E. Johnstone: That the Verbal Update re Speech and Language be received for information.
CARRIED.

8. Staffing Report – Full-time Equivalent Positions

D. Russon presented the report, noting that postings are now out for Educational Assistants and staffing numbers for this group will be reflected in the next reporting.

It was moved by J. Dewar: That the September 2000 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.
CARRIED.

9. Board Referral: City of Toronto re Bill S-20-The Tobacco Youth Protection Act

It was moved by W. Hicks: That the Board endorse Bill S-20, The Tobacco Youth Protection Act.

W. Hicks recalled the active role taken by the Board on this issue over the past years.

To the motion, **CARRIED.**

10. Request for a Report re Westmount School Program

It was moved by W. Hicks: That this item be deferred to the November 2, 2000 Education Committee meeting.
CARRIED.

CORRESPONDENCE:

R. Woodworth read the letter from the Elementary Teachers' Federation of Ontario requesting the Board proclaim October 5 as World Teachers' Day.

J. Allison advised that our board has an annual newspaper ad on October 5th about World Teachers' Day in recognition of all teachers in the system.

It was moved by R. Woodworth: That the Board officially recognize October 5 as World Teachers' Day.
CARRIED.

DISTRIBUTION:

Nil.

Public Questions for Clarification

Nil.

Having no other business for consideration, the meeting then adjourned at 8:15 p.m.

A C T I O N I T E M S

EDUCATION COMMITTEE
2000 11 02

#5

MEMORANDUM

Approved for distribution
by the Director.

Signature.

M. Matier

Date:

Oct 27/00

TO: Merv Matier, Director
FROM: Marguerite Botting, Superintendent of Instructional Services
DATE: 2000 11 02
RE: REPORT ON SYSTEM NEEDS

RECOMMENDATION:

Moved by _____ that the "Report on System Needs" be received for information.

At the September Education Committee, trustees were concerned about a number of students who had been recommended to special class placement by an Identification Placement and Review Committee (I.P.R.C.) late in the previous school year. Many of these students were not given a special class placement as there were insufficient numbers of spaces available; therefore, the students were placed on a "wait list" until a space became available.

Trustees requested a report specifically about the needs of students who were waiting for a Communications (speech and language) class placement. Trustees also requested that the needs of the whole system provide the context for this report, which is attached for Education Committee's review.

:a

Report on System Needs

000 10 26

Needs Across the System

The chart below outlines the "wait list" for all students who have I.P.R.C. recommendations for special class.

<i>Program</i>	<i>Division</i>	<i>Filled Seats</i>	<i>Wait List</i>
Autistic	Intermediate	6	2
Behaviour	Intermediate	46	2
Communication	Intermediate	154	10
Intellectual	Intermediate	48	6
Intellectual	Primary	23	1
Speech/Language	Primary	80	59

There are a number of problem solving strategies in place to support "wait list" students. These are:

- Allocation of educational assistants
- Increased special education support through Learning Resource Teachers and Special Class Teachers
- Prioritized status by support services staff
- Individual Education Plan coverage for modified programs

Communication Needs

Special Class Needs Specific to Speech and Language:

- 120 students with special class recommendations from last spring
- 48 were placed in June
- 13 have been placed since September
- 59 students awaiting placement for a speech and language class
- Parents aware at IPRC that student may be placed on wait list
- Placement decisions based on student needs, school location and home school resources

Early Identification and Intervention Process:

A significant number of kindergarten students were identified with speech and language difficulties during the 1999/2000 school year. This was due to the following initiatives:

- Implementation of Junior Kindergarten created a bulge in identification
- Provincial funding was given to pre-school speech and language service providers within our community. They, in turn, assessed children as having speech and language needs. Upon discharge, the criteria for these students indicated need levels and we as an education system are now given responsibility for meeting those needs.

Senior Kindergarten speech and language screening at schools (12% incidence) – see Assessment Process described as follows:

Assessment Process:

- Classroom teachers identified students for screening
- Speech/language pathologists screened students through face-to-face contact, with parent permission
- Complete speech and language assessments were conducted when severe needs were apparent from screening (2-3 hrs.)
- Psychological Services screened students as to cognitive ability
- School-based team decision regarding referral to IPRC as appropriate or not
- Collaborative partnerships with Special Education Consultants, Psychological Services staff, and Early Years Consultant assisted the process

September 2000 Support to Students:

- Major focus was given to students who were awaiting placement for the speech and language class
- Support services were increased to match severity of speech and language need
- Students with profound communication disorders are being supported by 2.0 f.t.e. Speech/Language Pathologists, 1.0 f.t.e. Augmentative Communication Resource Teacher and 2.0 f.t.e. Augmentative Communication Education Assistants
- Nine language classrooms are supported by 1.8 f.t.e. Speech/Language Pathologists
- Schools are supported by 10.7 f.t.e. Speech/Language Pathologists

October 2000 Support to Students:

- a) A classroom planner was developed by the Communication Services Team and piloted in the Spring term in Speech and Language classes. The planner ties curriculum expectations to speech and language goals. The planner is now being fully utilized across the system and has had positive feedback. (see Appendix 1)
- b) In-service was provided to classroom teachers, Learning Resource Teachers on the classroom planner used in Speech and Language special classes
- c) Approval of many programs was given through the Learning Opportunities grant:
 1. A new Communication Disorders Assistant will work with students awaiting placement
 2. A new Augmentative Communication Resource Teacher will support students with profound needs
 3. Schools have received funds for speech and language/early literacy needs: Billy Green, Centennial, Dr. J. E. Davey, G.L. Armstrong, Gibson, Hess Street, Hillsdale, Mount Hope, Prince of Wales, Richard Beasley, Robert Land, Tapleystown, W.H. Ballard.
Many teachers, Educational Assistants and funds were provided as a resource for these school-based programs.
- d) These will be an extension of the early identification process for this year to include Junior Kindergarten

Future Considerations

1. Consider providing a model of service delivery that would allow professionals (Speech/Language Pathologists and teachers) to support students in their home school through an Early Learning Centre. (Currently investigating different delivery models in neighbouring school boards). It would be important for any delivery model to be founded on a common philosophy for all support services and how that service delivery is operationalized through the system.
2. Continue partnerships with Early Childhood Consultant regarding Kindergarten Planner and Curriculum Consultant regarding Literacy Guidelines.
3. Collaborate on the evaluation of the classroom planner with teachers and educational assistants, as developed by the Communication Services Team and implemented in schools.
4. Evaluate the results achieved through the Learning Opportunities Proposal for a Communication Disorders Assistant and Augmentative Communication Resource Teacher.
5. Continue collaboration with outside agencies such as Early Words, Chedoke Child and Family Centre, St. Joseph's Hospital, St. Joseph's Community Health Centre, Community Care Access Centre, and the Hamilton Regional Speech/Language Pathology and Audiology Council in order to meet pre-school students' needs as they make the transition to school.
6. Review the school-based program being piloted by some schools and supported by the Learning Opportunity grant. Consider maintaining funding to these proposals.
7. Consider Kindergarten Language Improvement Program delivered by Speech/Language Pathologist and Communication Disorders Assistant in addition to regular attendance in Kindergarten.
8. Review the admission/demotion criteria for the Speech and Language class. Consider the maximum length of stay in the class for one year with return to the home school.

Appendix 1

5-4

HWDSB – COMMUNICATION SERVICES
CLASSROOM PLANNER

Date	Social Language	Concepts	Phoneme Awareness	Articulation	Grammar		Connections to
					Syntax pp 12	Morphology	
HWDSB LITERACY GUIDELINES	pp.12 Greetings	(Bremian Concepts) <u>Starting School</u> - next to, away from (pg. 7, - 8-9) - forwards, backwards (pg 13-14-15) ke9 le35 ke29	17 What's a Word? What's a Sound? Jolly Phonics	S (Silly Sally) Alphabet Stories		Plural Endings s, z Morph. Connection (Bears, Bears) (3 Little Kittens) (3 Bears)	Math Comparative Sizes, Shapes Social Studies All About Me Family
Ont. Eng. Curric. Expectations #'s	le45 le49		ke24 le17	ke12 ke20 le24 ke15 le44 ke16 le19 le52		le10 le24 le34	
	Listening - Eyes - Body - Hands - Ears	<u>Thanksgiving/ Farm Trip</u> - in, out of (pg. 10, 11-12) - beside, between (pg. 52-53) - half, whole (pg. 58 – 60)	Word Counting	F		Possessive s.z. (Away Went the Farmer's Hat) (Who took the farmer's hat?) (Farmer Joe)	Farm Unit Apples Math Ratios, half, whole, Quarters
Ont. Eng. Curric. Expectations #'s	ke7 le53 ke14 le54	Same as above	Same as above	Same as above		Same as above	
	Turn-taking	Friends - never, always (pg 16, 17-18) - same, not the same (pg. 21, 24 - 25)	Compound Words	S, F And Discrimination To begin and continue		Plurals & Possessives (Peter's Pockets)	
Ontario English Curriculum Expectations #'s	Same as above le55 le56	Same as above	Same as above	Same as above ke3. le37 ke13		le33 le48 le34 le49 le37	

#6

MEMORANDUM

Approved for distribution
by the Director.

Signature: _____

Date: _____

M. Matier
Oct 27 / 00

TO: Merv Matier, Director
FROM: Marguerite Botting, Superintendent of Instructional Services
DATE: 2000 11 02
RE: COMMUNICATION SERVICES YEAR-END REPORT

RECOMMENDATION:

Moved by _____ that the "Communication Services Year-end Report" be received for information.

The Communication Services Year-End Report is a method by which a support service can be accountable for its service to schools. The various tasks accomplished throughout the year are identified and are seen within the context or comparison of last year's work.

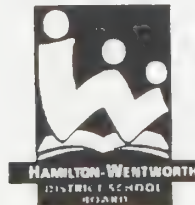
As with any limited human resource, each support service has continually prioritized needs and responses required. This is never done in isolation and has required much consultation with all stakeholder groups. Certainly, this has been difficult and department members have given unfailingly of their time, energy and expertise to provide as much support as possible to students, parents and staff. The leadership of the supervisor is the critical element through which many of the department's goals have been achieved.

:a

The Hamilton-Wentworth District School Board
Instructional Services

Communication Services

Year-End Report Highlight Summary 1999 - 2000



6-2
COMMUNICATION SERVICES
YEAR END REPORT
1999/2000

- INTRODUCTION -

The Communication Services team determined four areas of focus for continued development and implementation for 1999-2000. These were as follows:

- i) Standardization of practices across the system
- ii) Early identification and intervention
- iii) J.K. to Grade Three focus of service: collaborative approaches
- iv) Meeting the needs of the most severely impaired students

Due to the team's considerable efforts during the 1998/1999 school year, we were able to implement a Procedural Manual outlining our team's philosophical statement, referral process, assessment protocols and our file management system. This provided staff with procedures which were to ensure students, parents and schools of equitable and consistent services throughout the system.

We continued to emphasize the importance of early identification and intervention for communication disorders. Findings were that communication remediation was most effective when conducted during the early language learning years and that children with early communication problems (including moderate difficulties) are always at risk for academic difficulties. The team undertook a highly successful Senior Kindergarten speech and language screening in order to identify and provide important programming support for these students. Where appropriate and supported by the parents and school, we also were able to identify a large number of students that met the criteria for the Board's Primary Speech and Language Class.

The Communication Services Team identified the J.K. to Grade Three focus in order that we could provide the most effective services given the personnel we have to perform these services. It is well documented that language weakness in the early years negatively effects social and academic learning skills. It has also been proven that language problems interfere with early literacy development. Research also indicates that most significant and productive improvements to speech/language and learning occur in the early years.

In order to maintain this early intervention focus, we had to cut back on the intensity and frequency of our services to students beyond the Grade three level. We attempted to minimize the number of lengthy and time-consuming formal assessments. In many cases these students had previous assessments by Speech Language Pathologists, Audiologists or other professionals and we could utilize their findings to provide pertinent programming recommendations. In a few cases, it was necessary to assess the student's current language levels to provide programming recommendations.

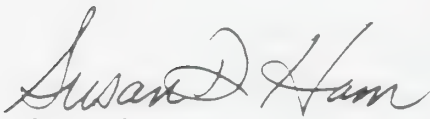
Our students with the most severely delayed communication needs were met by the Augmentative and Alternative Communication Team (AACT). This team was supported by 1.5 Speech and Language Pathologists, 1 Resource Teacher and 2 Educational Assistants. They faced the tremendous challenge of meeting the increasing demand for their services and worked diligently to produce the necessary programming support for schools to assist the very needy low verbal students.

Other students with significant speech and language needs are being served in the Board's nine Primary Speech and Language Special Classes. 1.6 Speech and Language Pathologists supported this team. They worked in collaboration with the teachers and educational assistants to provide some standardized classroom language improvement planners and accompanying IEP language for assessment and quality assurances.

The Communication Services Team endeavours to provide efficient and professionally sound services to the students of the Hamilton-Wentworth District School Board. The challenges are immense but the rewards are immeasurable.

We thank the Communication Services Team for their commitment to students and their never ending energy and optimism.

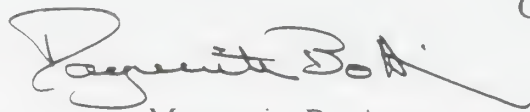
The remainder of the report provides highlights, challenges, future directions and our outcome-focussed department plan.



Susan D. Ham, Acting Supervisor
Communication Services



Dianne Parr, Supervisor
Communication Services



Marguerite Botting
Superintendent of Instructional Services

Prepared by: Wendy Soyka, Secretary, Communication Services

6-4

Annotated Highlights

3

School Based Activities

		1998/1999	1999/2000
Student Support Services	<ul style="list-style-type: none"> consult with students, teachers, support staff and parents re: issues in communication develop programs for the student with communication needs for the school, classroom and/or home setting assess students, upon referral, with communication needs and make recommendations designed to enhance student performance provide feedback in oral and written form to teachers, support staff, parents and students function as a resource to students, parents, teachers and support staff in matters pertaining to students who have special needs in communication train and supervise the implementation of programs by Educational Assistants, Communication Disorders Assistants and others 	3,059	2,974
S.K. Speech and Language Blitz	<ul style="list-style-type: none"> implement a system-wide S.K. speech and language screening design programs for school and/or home identify students with severe-profound speech and language needs 		517 451 111
Augmentative/Alternative Communication Team	<ul style="list-style-type: none"> provide for students who require some form of visually mediated, augmentative and/or alternative communication to assist their educational program 	386	408

Department Based Activities

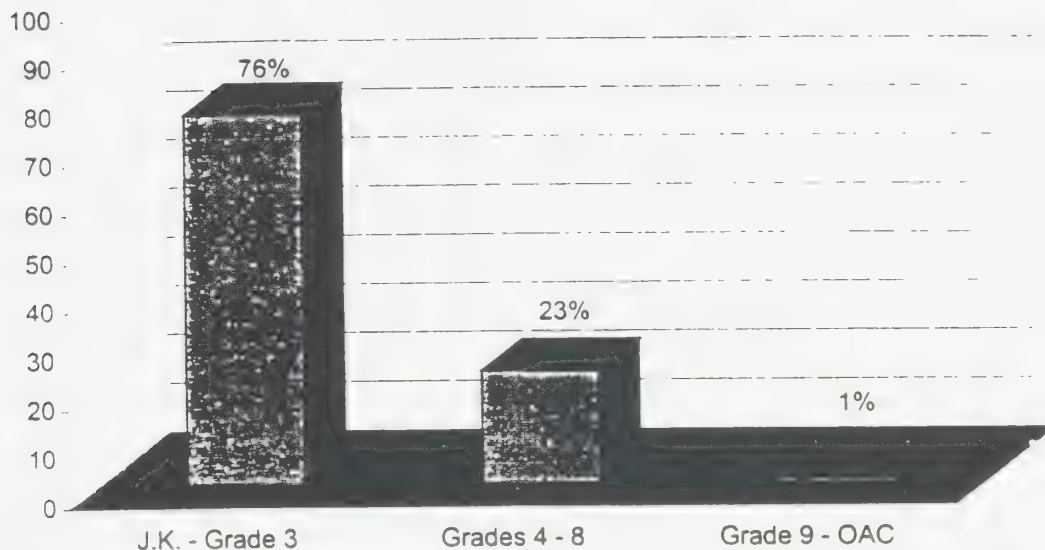
Communication Services Team Philosophical Statement	<p>The Communication Services Team believes that Communication skills are fundamental to life-long learning. Communication skills facilitate success in education, social interactions, behaviour, recreation, and work, and in building self-esteem.</p> <p>The Communication Services Team believes that it is our mandate to share our expertise with our educational community to promote and advocate for effective communication skills across all environments. Our expertise is best utilized in a proactive, collaborative approach, which recognizes the need to focus existing resources to maximize success.</p> <p>We strive to comply with the regulations of the Education Act, and with regulations of the College of Speech/Language Pathologists and Audiologists of Ontario, in order to maintain professional integrity, professional development and to achieve quality assurance.</p>
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*Annotated Highlights continued**System/Community Activities*

<i>Connections to Curriculum</i>	<ul style="list-style-type: none"> develop classroom planner for use in speech and language special classes
<i>ISA Process</i>	<ul style="list-style-type: none"> participate in system-wide Intensive Support Amount (ISA) internal validation teams
<i>In-service Topics/ Themes</i>	<p><i>Audience: Parents</i></p> <ul style="list-style-type: none"> Reading Strategies Fluency Consultation for Families of School-Aged Children Helping Hands: An Augmentative and Alternative Communication Information Course Is My Child's Speech and Language Delayed? <p><i>Audience: Teachers</i></p> <ul style="list-style-type: none"> Storytelling: Fun and Easy Strategies for Speech and Language Development Easy Augmentative Strategies for the Classroom Printing and Fine/Gross Motor <p><i>Audience: Community</i></p> <ul style="list-style-type: none"> Fetal Alcohol Syndrome and Prenatal Toxins
<i>Committees</i>	<ul style="list-style-type: none"> Assessment Tools Committee Behaviour Class Support Committee Community Care Access Centre School Liaison Early Words Regional Co-ordinating Committee Early Learning Advisory Committee Hamilton Regional Speech-Language Pathology and Audiology Council Literacy Guidelines Committee

1999 - 2000 Caseload

Total Number of Students: 2974



Breakdown of School Support

(based on percentage of time spent)



**Communication Services
1999 – 2000 Assignments**

Susan Ham	Acting Supervisor (September 1999 – May 2000) Communication Services Team
Susan Barnard E.A. (1.0 f.t.e.)	Augmentative/Alternative Communication Educational Assistant (system responsibilities)
Anna DiFazio SLP (0.5 f.t.e.)	Augmentative/Alternative Communication Speech/Language Pathologist (system responsibilities)
Bev Kerr E.A. (1.0 f.t.e.)	Augmentative/Alternative Communication Educational Assistant (system responsibilities)
Gail Mote Teacher (1.0 f.t.e.)	Augmentative/Alternative Communication Resource Teacher (system responsibilities)
Sue Troncho SLP (1.0 f.t.e.)	Augmentative/Alternative Communication Speech/Language Pathologist (system responsibilities)
Carla Bizruchak SLP (0.2 f.t.e.)	Beverly Central, Stinson Street
Anita Browne SLP (1.0 f.t.e.)	C.B. Stirling, Franklin Road, Hampton Heights, Highview, Huntington Park, Lawfield, Lincoln Alexander, Lisgar, Pauline Johnson, Robert Land, Sir John A. Macdonald, Strathcona
Melanie Burnip SLP (1.0 f.t.e.)	Adelaide Hoodless, Dundas Central, Dr. J. Edgar Davey, Eastdale, G.R. Allan, Glendale, Guy Brown, King George, Parkview, Prince Philip
Rachel Finney SLP (1.0 f.t.e.)	Bennetto, Centennial, Central Park, Dr. John Seaton, Dundana, Dundas District, Greensville, Highland, Millgrove, Parkside, Pleasant Valley, Queen's Rangers, Sheffield, Yorkview
Nancy Herrell SLP (0.7 f.t.e.)	Speech and Language Classroom Team (Dundas Central, Green Acres, Lisgar, Pauline Johnson, Sir Isaac Brock)
Lynn Hicks SLP (0.2 f.t.e.)	Linden Park, Thornbrae
Christine Howard SLP (1.0 f.t.e.)	Barton, Bell-Stone, Bellmoore, Billy Green, Hillcrest, Hillsdale, Janet Lee, Mt. Albion, Peace Memorial, Richard Beasley, Sherwood S.S., Tapleytown
Monica Knott SLP (1.0 f.t.e.)	Speech and Language Classroom Team (Franklin Road, Lisgar, Robert Land, Strathcona); school responsibilities: Central, Dalewood, Hess Street, Delta, Ryerson, Tweedsmuir
Debbie McQuin SLP (0.8 f.t.e.)	Ancaster Secondary, Ancaster Senior, C. H. Bray, Chedoke, Fessenden, Grange, Helen Detwiler, Holbrook, Rosseau, Ryckman's Corners, Sanford Avenue, Westmount
Wendy Meyer SLP (1.0 f.t.e.)	Buchanan Park, Elizabeth Bagshaw, Gibson, James McDonald, Mt. Hope, Queen Victoria, Ridgemount, Sir W. Churchill, Sir W. Laurier, Vern Ames
Joan Murray-Wood SLP (0.5 f.t.e.)	Green Acres, Lake Avenue, Orchard Park, Rosedale, Woodward
Cathy Pintwala SLP (0.7 f.t.e.)	Memorial (former county), Mountainview, Parkwood, Queen Mary, R. L. Hyslop, Saltfleet, W. H. Ballard, Winona
Valerie Regnerus SLP (1.0 f.t.e.)	A. M. Cunningham, Cardinal Heights, Fairfield, Glen Brae, Glen Echo, Hill Park, Lloyd George, Parkdale, R. A. Riddell, Red Hill, Sir I. Brock, Westdale

<i>Irene Serge</i> SLP (1.0 f.t.e.)	Balaclava, Gordon Price, Flamborough Centre, Mountview, Lynden, Maple Lane, Mary Hopkins, Prince of Wales, Spencer Valley, Sir A. MacNab, Waterdown District
<i>Gaylyn Stanley</i> SLP (0.9 f.t.e.)	Burkholder, Eastmount Park, George L. Armstrong, Memorial, Norwood Park, Queensdale, Roxborough Park, Scott Park, Westview, Westwood
<i>Sandy Lane</i> SLP (1.0 f.t.e.)	ACES, Allenby, Collegiate Avenue, Earl Kitchener, Fernwood Park, Mountainview, Seneca, Sherwood Heights, Viscount Montgomery, Mountain Secondary

Communication Services

Challenges and Opportunities 2000/2001

- ☆ implement team's Early Identification and Intervention process in collaboration with other Instructional Services staff
- ☆ develop resources and strategies for students in Grades 3 – OAC
- ☆ increase intervention services to students in Grades JK – 2 through delegation of time for these grades
- ☆ expand/revise standard procedures
- ☆ develop partnerships with the Early Years initiatives and Curriculum Language Consultant; especially in the areas of language learning and early literacy skills
- ☆ collaborate on Individual Education Plans and the ISA process
- ☆ improve pre-school services, such as *Early Words* and *Healthy Babies, Healthy Children*, has increased the number of students entering school with identified speech and language needs
- ☆ retention and recruitment of Speech/Language Pathologists

**Communication Services
2000- 2001 Assignments**

Dianne Parr SLP (1.0 f.t.e.)	Supervisor, Communication Services Team
Susan Barnard E.A. (1.0 f.t.e.)	Augmentative/Alternative Communication Educational Assistant (system responsibilities)
Anna DiFazio SLP (1.0 f.t.e.)	Augmentative/Alternative Communication Speech/Language Pathologist (system responsibilities)
Bev Kerr E.A. (1.0 f.t.e.)	Augmentative/Alternative Communication Educational Assistant (system responsibilities)
Gail Mote Teacher (1.0 f.t.e.)	Augmentative/Alternative Communication Resource Teacher (system responsibilities)
Sue Troncho SLP (1.0 f.t.e.)	Augmentative/Alternative Communication Speech/Language Pathologist (system responsibilities)
T.B.A. SLP (1.0 f.t.e.vacancy)	Collegiate Avenue, Eastdale, Elizabeth Bagshaw, Fairfield, Lloyd George, Mountain View, Red Hill, Seneca, Sir W. Laurier, Tweedsmuir, Vern Ames, Viscount Montgomery, Hill Park Secondary, Sir John A. Macdonald Secondary
Rachel Finney SLP (1.0 f.t.e.)	Allenby, Bennetto, Beverly Central, Centennial, Central Park, Dr. J. Seaton, Dundana, Dundas District, Lynden, Pleasant Valley, Queen's Rangers, Sheffield, Yorkview, Highland Secondary, Parkside Secondary
Susan Ham SLP (1.0 f.t.e.)	Central, Lisgar, Pauline Johnson, Robert Land Speech and Language Classroom Team
Nancy Herrell SLP (1.0 f.t.e.)	Green Acres, Helen Detwiler, Sir I. Brock Speech and Language Classroom Team
Lynn Hicks SLP (0.5 f.t.e.)	Cecil B. Stirling, Highview, Linden Park, Stinson Street, Thornbrae, Sherwood Secondary
Christine Howard SLP (1.0 f.t.e.)	Bell-Stone, Bellmoore, Billy Green, Hillcrest, Hillsdale, Huntington Park, Janet Lee, Mount Albion, Parkwood, Tapleystown, Barton Secondary, Saltfleet District Secondary
Monica Knott SLP (1.0 f.t.e.)	Dundas Central, Franklin Road, Hess Street, Strathcona Speech and Language Classroom Team
Debbie McQuin SLP (0.8 f.t.e.)	Ancaster Senior, C. H. Bray, Chedoke, Fessenden, Gordon Price, Grange, Holbrook, Maple Lane, Mountview, Ryckman's Corners, Sanford Avenue, Sir Allan MacNab Secondary
Louise McDonald SLP (1.0 f.t.e.)	A. M. Cunningham, Adelaide Hoodless, Dalewood, Dr. J. Edgar Davey, Earl Kitchener, George R. Allan, King George, Lincoln Alexander, Prince Philip, Queen Victoria, Ryerson, Parkview Secondary, Westdale Secondary
Joan Murray-Wood SLP (0.5 f.t.e.)	Glen Brae, Glen Echo, Lake Avenue, Parkdale, Rosedale, Glendale Secondary
Cathy Pintwala SLP (0.7 f.t.e.)	Memorial (County), Queen Mary, R. L. Hyslop, W. H. Ballard, Winona, Delta Secondary, Orchard Park Secondary, Sir Winston Churchill
Valerie Regnerus SLP (1.0 f.t.e.)	Buchanan Park, Cardinal Heights, Eastmount Park, Fernwood Park, Gibson, Hampton Heights, James Macdonald, Peace Memorial, Richard Beasley, Ridgemount, Rosseau, Sherwood Heights, Ancaster Secondary, Mountain Secondary

Irene Serge SLP (1.0 f.t.e.)	Allan A. Greenleaf, Balaclava, Flamborough Centre, Greensville, Guy Brown, Mary Hopkins, Millgrove, Prince of Wales, Spencer Valley, Scott Park, Waterdown District
Gaylyn Stanley SLP (0.9 f.t.e.)	Burkholder Drive, George L. Armstrong, Lawfield, Memorial (City), Mount Hope, Norwood Park, Queensdale, R. A. Riddell, Roxborough Park, Westview, Westwood, Westmount Secondary
T.B.A. SLP (0.1 f.t.e.vacancy)	Woodward

Communication Services Department Plan 1999/2000

6-12

Area of Focus	Intended Outcomes	Strategies/Resources	Timeline	Actual Outcome
i. Mission/Vision Statement	a) produce vision/mission statement	<ul style="list-style-type: none"> team meetings/retreat 	<ul style="list-style-type: none"> June 	<input checked="" type="checkbox"/> philosophical statement complete <input checked="" type="checkbox"/> presented at team mtg.
ii. Early Identification/Intervention (E.I.)	a) implementation of Early Identification programme and Senior Kindergarten blitz	<ul style="list-style-type: none"> develop service options in-service to Senior Kindergarten teachers re: process 	<ul style="list-style-type: none"> Sept. - Jan. 	<input checked="" type="checkbox"/> in-service held Sept. - Oct. <input checked="" type="checkbox"/> process complete
	b) develop and implement Kindergarten teacher in-service re: classroom language strategies	<ul style="list-style-type: none"> in-service to Junior Kindergarten teachers link with Curriculum/Early I.D. Consultant 	<ul style="list-style-type: none"> Sept. - Jan. 	<input checked="" type="checkbox"/> collaborative in-service held Nov. 7 (75 tchrs.) with Early Childhood Consultant
	c) presentation of Senior Kindergarten statistics	<ul style="list-style-type: none"> collection of data (statistics) link with Early Identification Consultant 	<ul style="list-style-type: none"> Feb. - March 	<input checked="" type="checkbox"/> statistics collected Feb. 2000 <input checked="" type="checkbox"/> presentation to the Superintendent of Instructional Services, Co-ordinator of Special Education and Supervisor of Psychological Services on Feb. 18
	d) participate on Early Learning Advisory Committee/act as liaison	<ul style="list-style-type: none"> participate on committee 	<ul style="list-style-type: none"> Sept. - June 	<input checked="" type="checkbox"/> recommendations to Board <input checked="" type="checkbox"/> will sit on committee for 2000/01 to review services needed for Kdgn.

6-13

Area of Focus	Intended Outcomes	Strategies/Resources	Timeline	Actual Outcome
ii Early Identification/ Intervention (continued)	<p>e) review and refine Early Identification plan for 2000</p> <p>f) liaise with Board committees and outside agencies</p>	<ul style="list-style-type: none"> Ad Hoc Team planning, recommendations and feedback from team collaborate with Early Words Pre-School speech/language services 	<ul style="list-style-type: none"> April - June Sept. - June 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> presentation Feb. 18 mtg. Apr. 4 with Supt. of Instructional Services, Supervisor of Psych. Services and Early Childhood Consultant <input checked="" type="checkbox"/> future mtg. planned with Principal of Special Ed. Psych. Serv., Special Ed. Principal reps. discuss Early Identification for 2000/01 <input checked="" type="checkbox"/> summer project May/ June 2000 <input checked="" type="checkbox"/> meet with Early Words
iii Standardization of Forms and Procedures	<p>a) Improve ability to orient/in-service new SLP/Communication Services employees re: Board and Dept. policies, procedures and protocols</p> <p>b) Improve understanding of Communication Services within Instructional Services at school level</p> <p>c) Method of tracking quality of services/ effectiveness of services</p>	<ul style="list-style-type: none"> use manual with new team members develop procedures with feedback from new team members add section of basic information for new employees - i.e. structure, Superintendents, etc. Support Services Manual collaborate with Instructional Services manual Board team consult with other boards re: their systems SLPs in speech and language classroom to develop research and data collection for 1999-2000 	<ul style="list-style-type: none"> Sept. - June Sept. - June June May June 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> current manual used with new employees <input checked="" type="checkbox"/> Support Services Manual Committee information gathered and collated for submission <input checked="" type="checkbox"/> draft information ready <input checked="" type="checkbox"/> discussion with Ontario SLP Supervisors in Education <input checked="" type="checkbox"/> speech/language classroom research initiated

Area of Focus	Intended Outcomes	Strategies/Resources	Timeline	Actual Outcome
iii Standardization of Forms and Procedures (continued)	<p>(continued)</p> <p>c) Method of tracking quality of services/ effectiveness of services</p> <p>d) review/up-date Procedural Manual</p>	<ul style="list-style-type: none"> initiation of research with speech and language students in classroom department procedures to track services gather information and share with team develop data collection procedures for 2001-02 gather data for Senior Kindergarten services for 1999-2001 include new/updated forms as necessary Forms and Procedures Ad Hoc with input from sp/lang team 	<ul style="list-style-type: none"> April May/June ongoing June 	<ul style="list-style-type: none"> cummulative caseload gathered June 2000 track 'waiting-for-services' monthly compiled stats for Senior Kindergarten screening when available include new/updated forms ACT shares program delivery Central Auditory Processing (CAP) procedures complete Community Care Access Centre (CCAC) referral procedure complete
iv. Gr. 1 - 3 programming	<p>a) address the needs of students with language arts difficulties</p> <p>b) provide and improve priority service/programming to students grade 1-3</p>	<ul style="list-style-type: none"> referrals accepted primarily for grades 1-3 identify specific language skills related to curriculum expectations delineate strategies and highlight materials to support these expectations pre-packaged programs for language and articulation organization of resource room - accessibility of programming materials - resource - communication and team 	<ul style="list-style-type: none"> whole year process whole year process 	<ul style="list-style-type: none"> CAP referral process referral form updated/printed brochure for schools and parents speech and language classroom planner IEP companion programs (pre-packaged) ready - on-going maintenance required manuals sorted alphabetically

6-15

Area of Focus	Intended Outcomes	Strategies/Resources	Timeline	Actual Outcome
iv. Gr. 1 – 3 programming (continued)	(continued) b) provide and improve priority service/programming to students grade 1-3	<ul style="list-style-type: none"> organization of manuals for referral and photocopying make inventory list and cross reference 'Fast Facts' geared to primary grades teachers/parents (one per term) 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> photocopy 'library ready' <input checked="" type="checkbox"/> resource inventory list draft ready <input checked="" type="checkbox"/> 'Fast Facts' completed for December '99 and June '00 <input checked="" type="checkbox"/> in-service manual completed
v. Meeting needs of severely impaired students	a) provide speech/language classroom teachers with specific standardized programming across system	<ul style="list-style-type: none"> speech/language sub-committee classroom planner and accompanying IEP planner, in-service to teachers on use, on going classroom consultations 	<ul style="list-style-type: none"> Sept. - June 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> P.D. sessions held monthly <input checked="" type="checkbox"/> provided weekly input to students and teachers in special class, speech and language <input checked="" type="checkbox"/> developed and implemented Classroom Planner
	b) provide teacher in-service to improve knowledge on communicatively impaired children and strategies available	<ul style="list-style-type: none"> linked with other depts./teams to provide in-service 		<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LRT in-service
	c) study effectiveness of classroom program and student success	<ul style="list-style-type: none"> develop research plan implement research plan – collect data, data analysis, etc 	<ul style="list-style-type: none"> whole year process 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> collected data re: students entering speech/language classes for Sept. 2000
	d) AACT to develop service delivery plan	<ul style="list-style-type: none"> Communication Services Team service delivery outlined 	<ul style="list-style-type: none"> Sept. - June 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> outlined service delivery to Communication Services Team – June 2000

#7

MEMORANDUM

Approved for distribution
by the Director.

Signature: M. Matier

Date: Oct 27 / 00

TO: Merv Matier, Director
FROM: Marguerite Botting, Superintendent of Instructional Services
DATE: 2000 11 02
RE: SOCIAL WORK SERVICES YEAR-END REPORT

RECOMMENDATION:

Moved by _____ that the "Social Work Services Year-end Report" be received for information.

The Social Work Services Year-End Report is a method by which a support service can be accountable for its service to schools. The various tasks accomplished throughout the year are identified and are seen within the context or comparison of last year's work.

As with any limited human resource, each support service has continually prioritized needs and responses required. This is never done in isolation and has required much consultation with all stakeholder groups. Certainly, this has been difficult and department members have given unfailingly of their time, energy and expertise to provide as much support as possible to students, parents and staff. The leadership of the supervisor is the critical element through which many of the department's goals have been achieved.

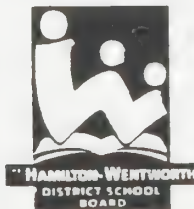
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The Hamilton-Wentworth District School Board
Instructional Services

Draft

Social Work Services

Year-End Report Highlight Summary 1999 - 2000



7-2
SOCIAL WORK SERVICES YEAR END REPORT
1999 - 2000

Social Work Services of The Hamilton-Wentworth District School Board provided services to school staff, students, and their parents in six key areas:

- i) Social Worker services to all schools
- ii) Social Worker services to Alternative Education
- iii) SALEP
- iv) Behaviour Resource Team (BRT)
- v) Program Development
- vi) Co-ordination of Psychiatric Consultation

These services target students who are experiencing social, emotional, behavioural, and attendance difficulties which impact upon their schooling and educational experiences.

The school Social Workers provide direct service to elementary and secondary schools through consultation (staff and parents) and direct casework with referred students. This support may include professional advice and assessment, community referral assistance, linkages to community agencies and resources, individual and group counselling, limited family counselling, and staff inservice. Social Workers are assigned to all schools in the system, however, the schools are divided into high, medium and low needs based upon a wide range of socio/economic/educational factors. High needs schools (e.g. former compensatory education schools) receive more service (i.e. minimum one day per week) than do medium and low needs schools (i.e. one half day per week or an "on-call" status). Individual Social Worker assignments are based upon a mixture of high/medium/low needs schools, a mixture of school types, an equitable population base, and input from Social Workers. The delivery provides for a wide range of services to the school from the assigned Social Worker. The school staff (principal and teachers) and the Social Worker negotiate service priorities at each school. The Social Worker is responsible for managing the day to day work.

The Social Workers in Alternative Educations Programs (Lawrence, Phoenix, ACES, TRY, GET, SUPER, Apollo) provide the above named services but in an alternative schooling environment. This service often provides more group work in liaison with teachers. In addition, there was a Child & Youth Worker in the CHAMPS Program providing in-school services as supported by the assigned Social Worker and Supervisor.

SALEP is a legislated function for the Board and Social Work Services. The school social workers help process potential cases to the SALEP Sub Committee Hearings for approval. While a few students may continue to be monitored by the school social worker, most students are referred to the SALEP Centre. The Centre staff is comprised of one social worker, two teachers (as of February 28, 2000), and two Educational Assistants (SALEP Counsellors funded by HRDC in 99/00) who provide academic, social skills, life skills, work skills, and work experience programming for the students. [Please note: further details may be found in the SALEP Year End Report]

The Behaviour Resource Team is comprised of a social worker, teacher, and two Educational Assistants. The teacher and social worker provide assessment and recommendations for referred students who are experiencing behavioural problems in the classroom. Most of the target students come from primary and junior divisions. The educational assistants implement class-wide behaviour reinforcement programs in selected classrooms in partnership with the teacher of that classroom. These classrooms, up to 18 in one year, are usually selected from key targeted students.

Program and service development are areas undertaken by all staff to enhance delivery of social work services to specific students, to specific groups of students, and/or system issues.

Psychiatric consultation is contracted to a specialized child psychiatrist to school staff (and parents) in those situations where school support resources have been exhausted and/or where there is a perceived psychiatric problem. This one session consultation is available bi-weekly and each session is approximately 75 minutes.

In all of the social work service areas, there are more demands than staffing or time permits. The demands have been managed by negotiating service priorities with the individual schools and system administration. In many cases, and in fact wherever possible, community resources are used to address children's needs leaving social work services to work with those situations which must be addressed through the school system resources. As next year progresses, we are hopeful that the social worker role description, social worker duties, and the refinement of the social work services model will further help to manage the workload. However, it is clear that there is constant pressure from the schools for more social work service to meet the demands they face from their student population; management will not reduce the demands it will simply help set priorities and allow staff to cope with service requests.

The work of the Social Work Services staff is very appreciated for the quality services provided to the students referred to them. The pressure for more support only reflects the value the system has for these services.

The remainder of the report provides departmental highlights for the 1999/2000 school year and future plans for the 2000/2001 school year.



Malcolm Powell
Supervisor, Social Work Services



Marguerite Botting
Superintendent of Instructional Services

Prepared by: Dorothy Anderson, Secretary Social Work Services

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Social Work Services
HIGHLIGHTS

- Provided social work services to over 5,000 referrals (cases and consultations) providing individual, group, family and/or staff support. The social workers' activity included 23,464 school contacts, 18,733 family contacts, and 15,241 collateral (other casework activity) contacts.
- Co-ordinated the SALEP process and provided service to over 150 students and their families through the SALEP Centre and individual social worker monitoring.
- Provided specialized behavioural management support through the Behaviour Resource Team supporting 80 student referrals, 130 consultations, and 299 students in classroom intervention programming.
- Coordinated the Board's consulting child psychiatrist with 13 consultations.
- Provided Field Instruction for six School of Social Work students (McMaster & Laurier).
- Provided immediate response to schools' requests for assistance in times of crisis, tragic events, or emergencies.
- Partnered with HRDC to continue two new initiatives at the SALEP Centre and Tweedsmuir School. The grants from HRDC amounted to over \$540,000 and allowed for four additional staff, extensive computer hardware/software, and supplies.
- Developed draft social worker role description and social worker duties; reviewed several social work models of service delivery for future system direction.
- Supported Board School initiatives and projects:
 - Anti-Racism and Ethno-Cultural equity
 - Vocational Education Review: Secondary School Remediation (Secondary School Reform)
 - Peer Mediation Project - partnered with Chedoke Child & Family, Hamilton Health Sciences Corporation
 - Big Brothers Promise Scholarships
 - Big Brothers Mentoring
 - Tri Board - PHN Liaison Committee
 - Child Abuse Reporting legislative changes
 - Workshops/Inservices for students, staff, parents on a variety of issues
 - Supported the distribution of Crisis Response Materials to all schools
 - Partnered with Big Sisters/YWCA program TEEN ESTEEM (eleven schools)
 - September Board Report Information
 - Apollo Program - HRDC partnership at Tweedsmuir School
 - SALEP Centre Work Skills Program - HRDC partnership
 - Regional Disaster Emergency Response commitment
 - Co-ordination of Board documents: Attendance, Child Abuse Reporting and Prevention, and Tragic Events Handbooks
 - Participation with the Depression Prevention Initiative
 - TREVLAC Steering Committee
 - Three presentations at Parent Conference
 - Board-wide presentation by Dr Pepler on "Bullying"

- HWDSB and HWRPS joint committee on anti-bullying
- Five whole class presentations
- Touching Play co-ordination and support to 21 schools
- Participated with HWCDSB on draft Restraint Policy
- Participation on Early Childhood (PDD) Intervention Committee
- One Summer Institute Inservice

➤ Supported Board/Community Linkages and Partnerships:

- AATD Central Referral Team (Contact Hamilton)
- AATD Resource Team (Contact Hamilton)
- Adolescent Needs Committee
- Anger Management Working Group
- Bereavement Network
- Board/Community Child Abuse Council initiatives
- Board/Hamilton-Wentworth Police Education Committee
- Board/Hamilton-Wentworth Police Information and protocols
- Board/Probation Information Protocol
- Canadian Association of School Social Workers and Attendance Counsellors
- Canadian Centre for Studies of Children at Risk: "Keeping Score"
- Child & Adolescent Services - new service model at Lake Avenue and Ballard Schools – expanding to Queen Mary and Green Acres in 2000 - 2001
- Children's Corner Drop -In School Project
- Community Sexual Abuse Committee
- Council for Suicide Prevention
- Divorce and Separation Committee for Community Partnerships
- Dundas Community Service Team
- LEAP (Learning, Earning And Parenting)
- Liaison to Community Agencies (e.g. CAS, AATD, Child & Adolescent Services, Police)
- OASW School Social Work Committee
- Ontario Association for Attendance & Counselling Services
- Pregnant and Parenting Teens Committee
- Psycho-Social Task Force, PPM 81, Ministry of Education
- Rotary Club at Robert Land
- Rounds at Chedoke
- SPCA Abuse Prevention Initiative
- Week of the Child Committee

Social Work Services
STATISTICAL HIGHLIGHTS

7-6

REFERRALS		1998 - 1999	1999 - 2000
Consultations	Parents, School Staff, Community Personnel	3,335	3,275
Cases	Attendance	399	558
	Behavioral/Emotional/ Social	927	994
	Alter - Ed (e.g. ACES, Phoenix, Try)	270	149
	Groups: Students	285	324
	Groups: Parents	20	24
	BRT Consults	289	130
	BRT Cases	103	80
	BRT Classroom Students	428	299
Sub Total of Referrals		6,056	5,833
	Minus Duplicated/Overlapping Referrals	671	700
	Net Total Referrals	5,385	5,133

ACTIVITY			
School Activity			
	Visits to Schools	6,584	6,344
	Staff Contacts at Schools	11,197	11,551
	Telephone Contacts to Schools	4,960	5,569
	Total	22,741	23,464

Child/Family Activity			
	Visits, Meetings, Sessions with child or family	9,503	10,754
	Telephone Contacts with child and or family	7,201	7,979
	Total	16,704	18,733

Collateral Activity	Anything other than direct school or child/family activity.	14,223	15,241
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GROUPS			
Alter Ed	e.g.: PLM, Conflict Resolution, Social Skills, Life Skills	14 groups approx. 500 sessions	8 groups over 400 sessions
In School Groups	Separation Divorce, Peer Mediation Training, Temper Tamers, Anger Management, Social Skills	22	17
Parent	e.g.: Second Step, COPE, Parenting	3	2
SALEP	Conflict Resolution, Work Skills	2 types of groups with all students	2 types of groups with all students

SALEP Centre Credits	Total Students	106	145
	Credits Monitored	505	580
	Total Credits Recommended	204	212

Consulting Psychiatrist consultations with schools		January 99 to June 99	
		17	13

OTHER			
	System Child Abuse Reports	178	225
	System Suspensions	5,107	5,917
	Homeschooling Students	142	119

7-7
Social Work Services
1999 - 2000 Assignments

AE Alternative Education

** unit school not attached*

Malcolm Powell	Supervisor
Michelle Bates	Ancaster High, GET – AE, Sir John A Macdonald, Queen's Rangers, CHAMPS – AE Balaclava, Flamborough Centre, Guy Brown
Susan Brooks	CHAMPS Program Child & Youth Worker
Darryl Byers: Sept-Dec Vicki Earle: Jan - June	Saltfleet, Mount Albion, Bellmoore/, Parkwood, Richard Beasley, Lisgar Helen Detwiler, Ryckman's Corners *, Franklin Road
Elaine Colgan	Westdale, Hess/Central, Dalewood, Ryerson, Ancaster Senior, Fessenden, Glenwood, C H Bray
Lesley Cunningham	Mountain, Barton, Sherwood, Highview, W H Ballard, Beverly Central*, Mount Hope
Josie Falletta	King George, Rosedale, Parkdale, Woodward, Thornbrae, Vern Ames Huntington Park, Janet Lee, Billy Green
Mark Felvus	SALEP Centre Job Coach/Counsellor Human Resources Development Canada grant partnership
Lori Fothergill	SALEP Centre Job Coach/Counsellor Human Resources Development Canada grant partnership
Gail Glenny-Burke	Sir Allan MacNab, Gordon Price, Sanford, Spencer Valley/Greensville, Millgrove Dr J Seaton/Sheffield, Lynden/*, Ridgemount
Heather Gregersen	Highland, Yorkview, Dundas Central, Chedoke, Buchanan Park, Holbrook, Seneca Mountview, Benetto
Tim Kaye	SALEP Centre
Maxine Lane	Tapleystown, C B Stirling, Burkholder, Pauline Johnson, Sir Wilfred Laurier, Robert Land, Hampton Heights
Vince Martorelli	Behaviour Resource Team
Steve McCann	Parkview, Delta, Parkside, Hillcrest, A M Cunningham, Adelaide Hoodless Central Park
Irene McLean	Behaviour Resource Team Educational Assistant
Anja Mennaman	Centennial, G L Armstrong, Norwood Park, Allenby, Earl Kitchener, George R Allan *, Pleasant Valley, Dundana
Julie Morgan	Scott Park, Prince of Wales, R A Riddell, James MacDonald*, Sherwood Heights Lincoln Alexander, Bell-Stone*
John Morris	Behaviour Resource Team Educational Assistant
Trish Muldowney-Brooks	Glendale, Queen Mary, Glen Brae, Glen Echo, Sir Isaac Brock, Collegiate, Winona
Dawn Mutton	Behaviour Resource Team Teacher
Eileen O'Shea	Orchard Park, Sir Winston Churchill, Hillsdale, Green Acres/R L Hyslop, Eastdale Memorial – S C
Kate Power	Apollo Program (Tweedsmuir School) Human Resources Development Canada grant partnership
Susan Radford	Dr Davey, Roxborough Park, Lloyd George/, Fairfield, Memorial – HAM
Diane Sayers	Alternative Education Programs: Lawrence, ACES, Super
Randy Shiga	Hill Park, Waterdown, TRY – AE, Cardinal Heights, Queensdale/Linden Park Mary Hopkins
Margaret Tombolini	Viscount Montgomery, Elizabeth Bagshaw, Red Hill, Lake Avenue Mountain View, Lawfield, Fernwood Park
Monica Vicencio	Phoenix, Tweedsmuir, Queen Victoria, Prince Philip, Peace Memorial Eastmount Park, Dundas District, Strathcona
David Wolfe Marlene Castura (Feb-June)	SALEP Centre Teachers
Jan Wynne	Westmount, Westwood, Westview, Gibson, Stinson, Grange/Maple Lane Rousseau

1999.09.19

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7-8
SOCIAL WORK SERVICES
2000-2001

Malcolm Powell	Supervisor
Dorothy Anderson	Secretary
Michelle Bates	Ancaster High + GET (AE), Apollo Program (AE), Queen's Rangers + CHAMPS (AE)
Darryl Byers (.7)	Balaclava, Flamborough Ctr., Roxborough Park, Memorial (Hamilton), G.L. Armstrong
Elaine Colgan	Westdale, Hess, Central, Dalewood, Ryerson, Ancaster Senior, Fessenden, Glenwood, C. H. Bray
Lesley Cunningham	Mountain, Barton, Sherwood, Highview, W H Ballard, Beverly Central, Mount Hope
Gail Dawson	Secretary
Vicki Earle	Saltfleet, Mount Albion, Bellmoore, Parkwood, Richard Beasley, Lisgar, Helen Detwiler, Ryckman's Corners, Franklin Road
Josie Falletta	King George, Rosedale, Parkdale, Woodward, Thornbrae, Vern Ames, Huntington Park, Janet Lee, Billy Green
Mark Felvus	SALEP Centre: Job Coach/SALEP Counsellor
Lori Fothergill	SALEP Centre: Job Coach/SALEP Counsellor
Gail Glenny-Burke	Sir Allan MacNab, Gordon Price, Sanford, Spencer Valley, Greensville, Millgrove, Dr. J. Seaton, Sheffield, Lynden, Ridgemount
Heather Gregersen	Highland, Yorkview, Dundas Central, Chedoke, Buchanan Park, Holbrook, Seneca, Mountview, Bennetto
Tim Kaye	SALEP Centre: Social Worker
Maxine Lane	Tapleystown, C B Stirling, Burkholder, Pauline Johnson, Sir Wilfrid Laurier, Robert Land, Hampton Heights
Vince Martorelli	Behaviour Resource Team: Social Worker
Steve McCann	Parkview, Delta, Parkside, Hillcrest, Adelaide Hoodless, Pleasant Valley, Queensdale Central Park
Irene McLean	Behaviour Resource Team: Educational Assistant
Ana Mennaman (.8)	Centennial, Norwood Park, Allenby, Earl Kitchener, George R Allan, Dundana
Susan Moore	SALEP Centre: Teacher
Julie Morgan	Prince of Wales, Scott Park, R A Riddell, James MacDonald, Sherwood Heights, Lincoln Alexander, Bell-Stone
John Morris	Behaviour Resource Team: Educational Assistant
Trish Muldowney-Brooks	Glendale, Queen Mary, Glen Brae, Glen Echo, Sir Isaac Brock, Collegiate, Winona
Dawn Mutton	Behaviour Resource Team: Teacher
Eileen O'Shea	Orchard Park, Sir Winston Churchill, Hillsdale, Green Acres, R L Hyslop, Eastdale, Memorial (Stoney Creek)
Susan Radford (.5)	Dr. Davey, Lloyd George, Fairfield, A.M. Cunningham
Diane Sayers	Alternative Education Programs: Lawrence, ACES, SUPER: Sir John A. Macdonald
Randy Shiga	Hill Park, Waterdown, TRY (AE), Cardinal Heights, Mary Hopkins, Guy Brown Linden Park
Margaret Tombolini	Viscount Montgomery, Elizabeth Bagshaw, Lake Avenue, Mountain View, Lawfield, Fernwood Park, A. A. Greenleaf
Monica Vicencio	Phoenix, Tweedsmuir, Queen Victoria, Prince Philip, Peace Memorial, Eastmount Park, Dundas District, Strathcona
David Wolfe	SALEP Centre: Teacher
Jan Wynne	Westmount, Westwood, Westview, Gibson, Stinson, Grange, Maple Lane, Rousseau

#8

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution
by the Director.

Signature: _____

Date: _____

M. Matier
Oct 27/00

TO: Merv Matier, Director of Education
FROM: Marguerite Botting, Superintendent of Instructional Services
DATE: 2000 11 02
RE: PSYCHOLOGICAL SERVICES YEAR-END REPORT

RECOMMENDATION:

Moved by _____, that the "Psychological Services Year-End Report" be received for information.

The Psychological Services Year-End Report Year-End Report is a method by which a support service can be accountable for its service to schools. The various tasks accomplished throughout the year are identified and are seen within the context or comparison of last year's work.

As with any limited human resource, each support service has continually prioritized needs and responses required. This is never done in isolation and has required much consultation with all stakeholder groups. Certainly, this has been difficult and department members have given unfailingly of their time, energy and expertise to provide as much support as possible to students, parents and staff. The leadership of the supervisor is the critical element through which many of the department's goals have been achieved.

8-1

*The Hamilton-Wentworth District School Board
Instructional Services*

Psychological Services

Year-End Report Highlight Summary 1999 - 2000



8-2
PSYCHOLOGICAL SERVICES: YEAR-END REPORT

(1999 - 2000)

Summary Remarks

● report summarizes the various activities, commitment and work of Psychological Services for the 1999-2000 school year. Psychoeducational Consultants have been involved in a variety of valuable services to students, families and schools. It is due to the level of expertise and experience of our personnel that they are often approached to provide guidance to and direction with various Board initiatives. Psychological Services has also taken a leadership role with respect to certain initiatives. It is with confidence and pride that I submit the following report.

School-based services continued to be a priority. Department members consulted both formally and informally on students' learning, behavioural and emotional functioning. Providing psychological information to HWDSB staff supported strategic programming for students. Inservices to teachers about current research findings on both educational and mental health topics bolstered support to schools.

The department continued to commit resources (0.5 FTE) to enhance behavioural consultation to schools -- specifically to the students in Behaviour classes and our Developmental Disability and PDD student populations. The process of Early Identification of special needs students was also supported. Additionally, department resources (0.2 FTE) were secured to co-ordinate the Board - wide Gifted identification process.

Our department responded to a request from colleagues in Communication Services to assist with their Speech and Language Early Identification and Intervention Process. Psychoeducational Consultants screened students' cognitive abilities. These referrals comprised 11% of all referrals for psychological assessments this year.

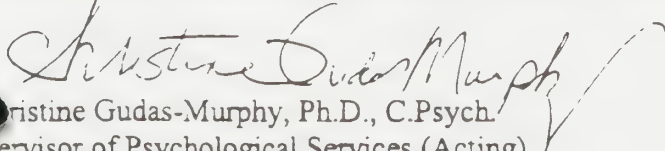
Psychological Services has documented a **31% increase in the number of referrals** for psychological assessments since amalgamation. Psychoeducational Consultants have worked hard to address this increased System demand. Several strategies were adopted at the department level to attempt to manage this increased demand for service.

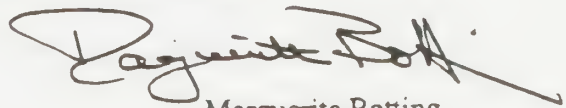
● members of Psychological Services participated at the **System** level on a wide range of committees addressing various issues relevant to students and teachers including: protocols to effectively manage students' disclosures to HWDSB staff, criteria for special class admission/demotion, assessment issues, behavioural issues, the gifted student population and support for student skill building and at-risk students. (Please see "Annotated Highlights" for a complete list of committees.)

Psychological Services continued a high level of involvement in important System programs like the Apollo Pilot Program. Department members, along with their Social Work colleagues, also launched the Depression Prevention Program this year. Psychological Services leads in the development and coordination function of an Evidence-Based Education and Services Team (E-BEST). As psychological practitioners trained in evaluation and research methodology, Psychological Services is well poised to lend support to the system in this area. (Please see "Annotated Highlights" for descriptions.)

While continuing to maintain our existing **Community** liaisons, new research linkages were fostered this year. (Please see "Annotated Highlights".) With the Depression Prevention Program, collaboration expanded into the international realm with researchers at UCLA.

At a **department** level, staff members were involved in various internal initiatives including: holding Peer Consultation and Professional Issues sessions, reviewing the Psychological Services Handbook, planning protocol sheets for ISA claims and arriving at a system of equitable assignment allocation. The ground work has been laid for future endeavours such as a "Best Practices" Handbook. With the culling of obsolete materials and the acquisition of several journals from the Paikin Library, the departmental library is starting to take shape. Several topics for Information Sheets incubated this year. Opportunities to keep current and to share information from various professional development avenues enriched staff.


Kristine Gudas-Murphy, Ph.D., C.Psych.
Supervisor of Psychological Services (Acting)


Marguerite Botting
Superintendent of Instructional Services

Prepared by: Karen Accardo, Secretary, Psychological Services

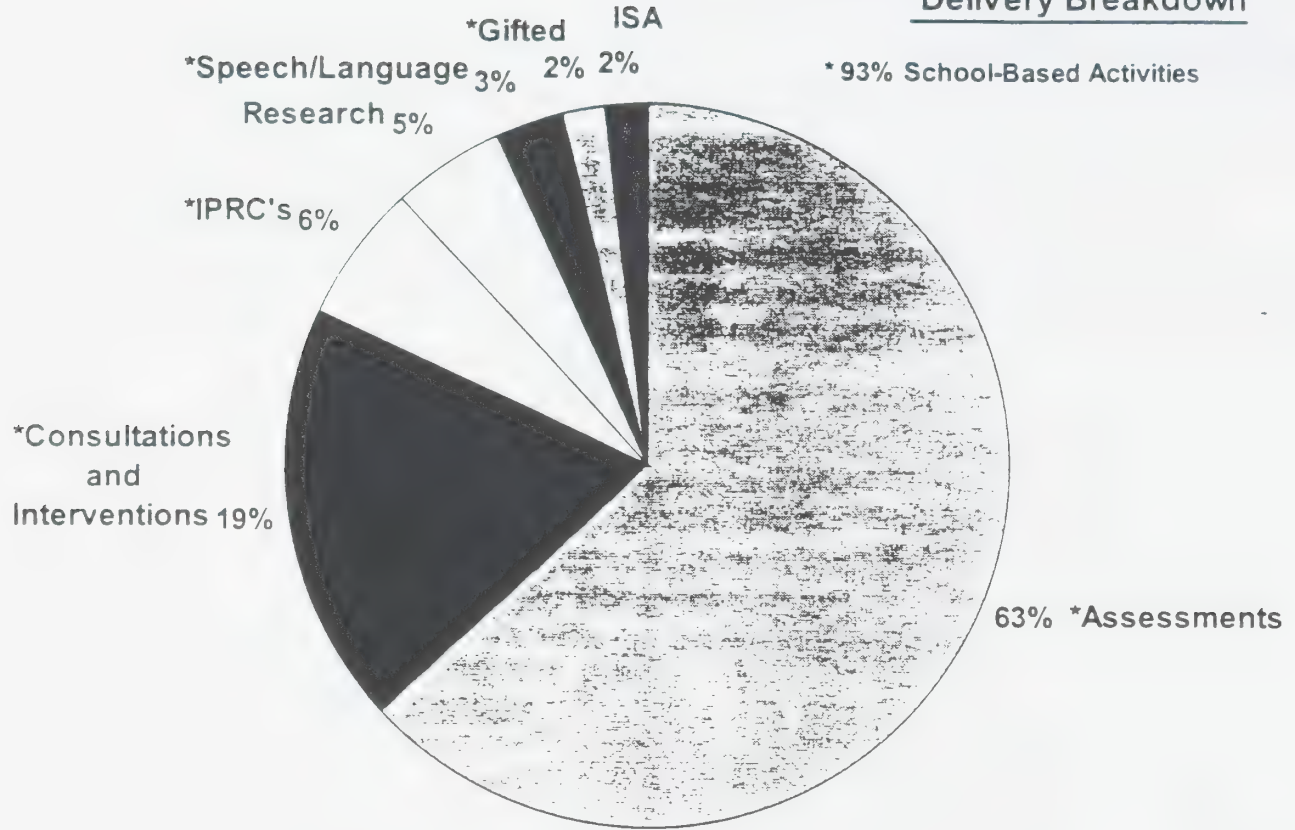
ANNOTATED STATISTICAL HIGHLIGHTS

SCHOOL-BASED ACTIVITIES

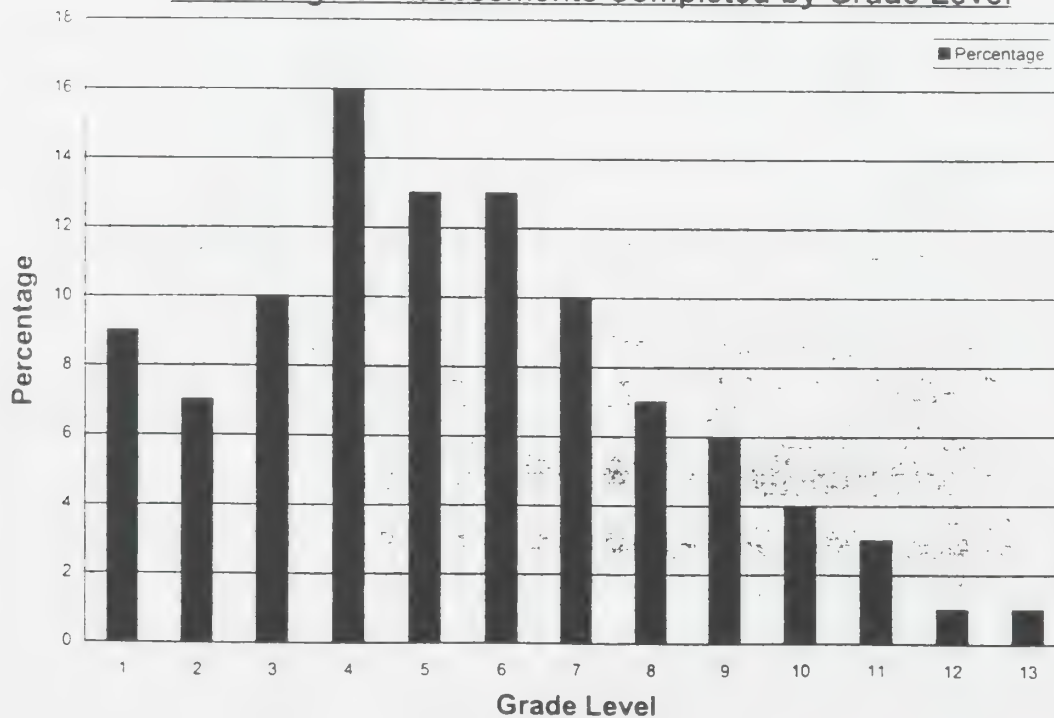
		1998-1999	1999-2000
MULTIDISCIPLINARY TEAM CONTACTS	Consultants: <ul style="list-style-type: none"> • Provide psychoeducational information and inservices to school staff. • Assist in problem solving around challenging educational and mental health needs of students. • Offer educational and behavioural program recommendations. • Review student profiles for assessment purposes. 	3,987	4,046
PSYCHOLOGICAL ASSESSMENTS	I. <u>Assessments.</u> Assessments typically include: <ul style="list-style-type: none"> • File review and history-taking. • Consultation with school staff, parent or community professionals (including telephone calls). • Classroom observations. • Formal testing - scoring. • Report writing. • Peer case consultation (as required). • Feedback to parents, school staff and students. • Liaison with community professionals. II. <u>Speech/Language Screening.</u> <ul style="list-style-type: none"> • Screening of nominated students using a non-verbal cognitive measure. III. <u>Gifted Identification.</u> <ul style="list-style-type: none"> • Screening of all Grade 4 students with the: <ul style="list-style-type: none"> - Otis-Lennon School Ability Test, or - Raven's Progressive Matrices (ESL). • Individual cognitive and academic testing of selected Grade 4 students for Gifted identification. 	989	938
IPRC MEETINGS	Consultants share psychological information with IPRC committee to assist committee members in decision making.	946	970
INSERVICE TOPICS THEMES	Sampling List: <ul style="list-style-type: none"> • Anxiety Disorders (e.g., School Phobia) • Assessment - Focused Issues • Attention Deficit Hyperactivity Disorder (ADHD) • Behaviour Modification/Management • Bullying • Childhood Depression • Children with Special Needs and Factors Mediating Success • Cognitive Restructuring • Cults - Low Achievement • Fetal Alcohol Syndrome • Interpreting Psychological Assessment Reports • Learning Disabilities • Nonverbal Learning Disabilities • Obsessive-Compulsive Disorder • Pervasive Developmental Disorders • Program Evaluation • Reading and Development of Skills and Remediation • Social Learning for Student-Teacher Relationships • Strategies for Improving Study Skills • Stress Management and Burnout • Substance Use • Testing Issues - Secondary School Focus • Tests (e.g., Presentation on the CTBS; Otis-lennon School Ability Test, etc.) • Tourette's Disorder 		
PSYCHOLOGY INFORMATION SHEETS	Consultants worked on the following topics: <ul style="list-style-type: none"> • Angry/Explosive Children • Gender Differences in Reading/Writing • Immigrant/Refugee Issues • Parent Pamphlet • Peer Groups/Violence/Affiliation 		

8-4

1999-2000 Psychological Services Delivery Breakdown



1999-2000 System Involvement: Percentage of Assessments Completed by Grade Level



8-5
ANNOTATED HIGHLIGHTS

SYSTEM ACTIVITIES

PROGRAM DEVELOPMENT AND EVALUATION	<ul style="list-style-type: none"> • <u>Apollo Pilot Program.</u> Apollo is a new initiative for young, high-risk nonattending students. Psychological Services coordinated the evaluation of this pilot project and made contributions at the steering committee level. • <u>Depression Prevention Program.</u> In its first year of development, the Depression Prevention team has attempted to adapt an existing depression treatment program into a prevention curriculum suitable for the classroom. The initiative is a partnership with Social Work Services and has been developed in collaboration with researchers at UCLA. • <u>Evidence-Based Education and Services Team (E-BEST).</u> The framework for a system research service, coordinated through Psychological Services was created this year. E-BEST will be implemented over two years and will ultimately offer a range of services to schools and decision-makers related to research and evaluation (e.g., assistance with program design and evaluation, review of internal and external research proposals, dissemination of pertinent and usable academic research, etc.).
SYSTEM TEAMS	<ul style="list-style-type: none"> • <u>Crisis Response.</u> Several Psychoeducational Consultants provide system support as team members.
ISA PROCESS	Participation in system-wide Intensive Support Amount (ISA) internal validation teams.
SYSTEM COMMITTEES	<ul style="list-style-type: none"> • Admission-Demission Criteria Committee (Co-Chair) • Apollo Steering Committee • Assessment Tools Committee • Behaviour Class Support Committee • Depression Prevention Committee • Early Intake Process Committee • Gifted Review Committee • Immigrant and Refugee Work Group • Literacy Guidelines Committee • Personal Information Guidelines Committee • Psychological Services Handbook Committee • PSSP Board Joint Committee • Safe Schools Committee • Secondary School Reform/Vocational Education Subcommittee

COMMUNITY ACTIVITIES

COMMUNITY REQUESTS	Response to requests for confidential psychological information.
COMMUNITY ACTIVITIES LIAISON SUPPORT	<ul style="list-style-type: none"> • AATD • Association of Bright Children • Autism Ontario • Brock University • Hamilton-Wentworth District School Board Annual Parent Conference • John Howard Society • Preschool Services Special Needs Prevention Network • VON
RESEARCH LINKAGES	<ul style="list-style-type: none"> • Canadian Centre for Studies of Children at Risk • McMaster University, Health Information Research Unit
INTERNATIONAL NETWORKING	<ul style="list-style-type: none"> • University of California at Los Angeles (UCLA)

**PSYCHOLOGICAL SERVICES
1999 – 2000 ASSIGNMENTS**

Dr. Christine Gudas-Murphy (1.0 FTE)	Supervisor of Psychological Services (Acting) (December-June)
Dr. Kathy Short (1.0 FTE)	Supervising Psychologist (Acting) (September-November)
Gillian Anchel (1.0 FTE)	Ancaster Senior, Chedoke, Spencer Valley, Westview, Barton, Delta, Glendale, Lawrence Alter.Ed., Mountain, Orchard Park, Parkside, Parkview, Phoenix Alter.Ed., Scott Park, Sherwood, Sir A. MacNab, Sir J.A. Macdonald, Sir W. Churchill, Waterdown, Westdale, Westmount
Lois Campbell (1.0 FTE)	Adelaide Hoodless, C.B. Stirling, Helen Detwiler, James MacDonald, Linden Park, Pauline Johnson, Queensdale, R.A. Riddell, Ryckman's Corners, Seneca, Strathcona, Westwood
Pat Oertel (1.0 FTE)	Bennetto, Beverly Central, Centennial, Dr. J.E. Davey, Fessenden, Greensville, Lynden, Pleasant Valley, Prince of Wales, Queen's Rangers (Champs), Yorkview, Highland
Jo-Ann Reitzel (0.7 FTE)	Bell-Stone, Eastdale, Highview, Lake Avenue, Memorial(W), Mount Albion, Mount Hope, Mountain View, Winona, Hill Park
David Ryckman (1.0 FTE)	Buchanan Park, Cardinal Heights, Dr. J. Seaton, Dundana, Gordon Price, Holbrook, Mary Hopkins, Millgrove, Mountview, Ridgemount, Rousseau, Sheffield
Dr. Kathy Short (1.0 FTE) (December-June)	Cental Park, Dundas District, Green Acres, Janet Lee, R.L. Hyslop, Tweedsmuir, Ancaster High, Saltfleet (0.5 Research)
Lori Szwarc (0.8 FTE)	A.C.E.S., Allenby, Central, Flamborough Centre, Gibson, King George, Prince Philip, Queen Victoria, Robert Land, Stinson Street
Joseph Trovato (1.0 FTE)	Fairfield, Glenwood, Lloyd George, Memorial(H), Parkdale, Queen Mary, W.H. Ballard (0.5 Behaviour)
Linda Tsaros (1.0 FTE)	Eastmount Park, Fernwood Park, G.L. Armstrong, Huntington Park, Lincoln Alexander, Lisgar, Richard Beasley, Rosedale, Sherwood Heights, Thornbrae, Vern Ames
Doreen Vella (1.0 FTE)	Bellmoore, Billy Green, Collegiate Avenue, Hillsdale, Parkwood, Roxborough Park, Sir I. Brock, Sir W. Laurier, Tapleytown, Viscount Montgomery, Woodward
Cynthia Wilkinson (1.0 FTE)	Balaclava, Burkholder Drive, Central Dundas, C.H. Bray, Franklin Road, Grange, Guy Brown, Hampton Heights, Hess Street, Hillcrest, Lawfield (0.3 Gifted)
Dr. Judith Wilkinson (1.0 FTE)	A.M. Cunningham, Dalewood, Earl Kitchener, Elizabeth Bagshaw, G.R. Allan, Glen Brae, Glen Echo, Norwood Park, Peace Memorial, Red Hill, Ryerson, Sanford Avenue

8-7

PSYCHOLOGICAL SERVICES

CHALLENGES and OPPORTUNITIES

2000 - 2001

- ◆ Finalize a new model for service delivery
- ◆ Review behavioural consultation services
- ◆ Work toward the creation of a “Best Practices” Handbook
- ◆ Lay the foundation for the development and growth of E-BEST
- ◆ Build our department library to support System needs and E-BEST

**PSYCHOLOGICAL SERVICES
2000 – 2001 ASSIGNMENTS**

Dr. Christine Gudas-Murphy (1.0 FTE)	Supervisor of Psychological Services (Acting)
Gillian Anchel (1.0 FTE)	Ancaster Senior, Barton, Chedoke, Delta, Glendale, Hillcrest, Mountain, Orchard Park, Parkside, Parkview, Scott Park, Sherwood, Sir A. MacNab, Sir J.A. Macdonald, Sir W. Churchill, Spencer Valley, Waterdown, Westdale, Westmount, Westview
Lois Campbell (1.0 FTE)	Adelaide Hoodless, C.B. Stirling, Helen Detwiler, James MacDonald, Linden Park, Pauline Johnson, Queensdale, R.A. Riddell, Ryckman's Corners, Seneca, Strathcona, Westwood
Anne Chaffee (0.7 FTE)	Bennetto, Beverly Central, Fessenden, Greensville, Highland, Lynden, Pleasant Valley, Prince of Wales, Queen's Rangers (Champs), Yorkview
Dr. Jo-Ann Reitzel (1.0 FTE)	Bell-Stone, Centennial, Dr. J.E. Davey, Eastdale, Highview, Hill Park, Lake Avenue, Mount Albion, Mount Hope, Mountain View(W), Winona
David Ryckman (1.0 FTE)	Buchanan Park, Dr. J. Seaton, Dundana, Gordon Price, Holbrook, Mary Hopkins, Millgrove, Mountview, Ridgemount, Rousseau, Roxborough Park, Sheffield
Dr. Kathy Short (1.0 FTE)	Ancaster High, Central Park, Dundas District, Green Acres, Saltfleet, Tweedsmuir (0.5 Research)
Lori Swartz (0.8 FTE)	A.C.E.S., A.L. Greenleaf, Allenby, Central, Flamborough Centre, Gibson, King George, Prince Philip, Queen Victoria, Robert Land, Stinson Street
Joseph Trovato (1.0 FTE)	Fairfield, Glenwood, Janet Lee, Lloyd George, Memorial(H), Memorial(W), Parkdale, Queen Mary, R.L. Hyslop, W.H. Ballard
Linda Tsaros (1.0 FTE)	Eastmount Park, Fernwood Park, G.L. Armstrong, Huntington Park, Lincoln Alexander, Lisgar, Richard Beasley, Rosedale, Sherwood Heights, Thornbrae, Vern Ames
Doreen Vella (1.0 FTE)	Bellmoore, Billy Green, Cardinal Heights, Collegiate Avenue, Hillsdale, Parkwood, Sir I. Brock, Sir W. Laurier, Tapleystown, Viscount Montgomery, Woodward
Cynthia Wilkinson (1.0 FTE)	Balaclava, Burkholder Drive, C.H. Bray, Dundas Central, Franklin Road, Grange, Guy Brown, Hampton Heights, Hess Street, Lawfield, Maple Lane (0.2 Gifted)
Dr. Judith Wilkinson (1.0 FTE)	A.M. Cunningham, Dalewood, Earl Kitchener, Elizabeth Bagshaw/Red Hill, G.R. Allan, Glen Brae, Glen Echo, Norwood Park, Peace Memorial, Ryerson, Sanford Avenue

#9

MEMORANDUM

TO: Merv Matier, Director
FROM: Marguerite Botting, Superintendent of Instructional Services
DATE: 2000 11 02
RE: DRAFT POLICY "SPECIAL CLASS/PROGRAM LOCATIONS"

Approved for distribution
by the Director

Signature: _____

Date: _____

M. Matier

Oct 27/00

RECOMMENDATION:

Moved by _____ that the Draft Policy "Special Class/Program Locations" be referred to the Joint Advisory Committee.

The draft policy, which you have before you, was initiated in concept as we consolidated special classes in June 1999. At that time, some special classes were moved from schools because classrooms were needed and space was no longer available for the special class. As these special classes were relocated in different schools with more space, discussion about the "best location" developed.

Every decision must be guided by many factors: an exceptional student's best interest, available school space, transportation routing, funding, etc. This policy recognizes the many factors, which must be analyzed as part of the decision-making process for the location of special classes.



SPECIAL CLASS / PROGRAM LOCATIONS

Date Approved: 00/00

Projected Review Date: 00/00

Policy Statement: It is the policy of The Hamilton-Wentworth District School Board that the special learning needs of all students, wherever possible, be addressed within the home school. When determining the locations for all elementary and secondary school special classes, a number of approved criteria must be analyzed and considered as part of the decision-making process.

RESPONSIBILITY: Superintendent of Instructional Services
Superintendents of Education
Superintendent of Plant

OPERATING PROCEDURES:

1. "When making a placement decision on a referral, the I.P.R.C. committee shall, before considering the option of placement in a special class, consider whether placement in a regular class, with appropriate special education services (a) could meet the pupil's needs; and (b) is consistent with parental preferences." Regulation 181/98: Section 17(1)
2. "If, after considering all of the information obtained by it or submitted to it...that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class." Regulation 181/98: section 17(2)
3. "That the special learning needs of all students, wherever possible, be addressed within the home school." (HWDSB) Guiding Principle (May 25, 2000)

When determining the locations for all elementary and secondary school special classes, the following issues must be considered:

1.0 EDUCATIONAL NEEDS

- 1.1 There must be a case-by-case consideration made for each student to determine if it is in the student's best interest to remain in the current special class.
- 1.2 Highly specialized/low incidence programs, wherever possible, should be placed in a group of feeder schools for transition purposes, (e.g., Primary and Junior Autistic Classes; Junior and Intermediate Developmental Classes). This provides a sense of consistency for the students and recognition by school staff of their needs, learning styles and special considerations that must be in place.
- 1.3 The number of special classes in schools with limited enrolments should be limited to maximize integration opportunities without taxing the same class/teacher. There must be a choice of classes, at appropriate grade levels, into which each student can be integrated.

- 1.4 The allocation of special classes and/or special support personnel at the primary level should reflect our Board's support of early intervention.
- 1.5 The types of special classes and support programs must reflect system needs.
- 1.6 For consistency and stability of educational programs, Special Education Programs should remain in schools, where they have been located and only relocated through criteria developed by the Superintendent of Instructional Services, and with the approval of the assigned Superintendent of Education.
- 1.7 When a school is unable to adapt programs to meet the needs of a child, special class placements should be available.

2.0 TRANSPORTATION

- 2.1 Students will be placed in the nearest special class to their home school, that best meets their needs.
- 2.2 Students with severe physical/special conditions must have their needs taken into consideration when determining transportation routes, the length of the trip to and from school, and the appropriateness of the vehicle.
- 2.3 In the interest of safety, training should be provided for all drivers who transport children with severe/profound health, physical, emotional and/or communicational issues.
- 2.4 Whenever possible and appropriate, special class students who attend their own home school should use the same method of arriving at school as their regular class peers.

3.0 ACCOMMODATION

- 3.1 For specialized exceptionalities requiring physical modifications to the school or classroom environment, special classes should remain stable for many years. (refer to Educational Needs, item #6)
- 3.2 Within a cluster of schools, a pathway from Primary to Junior to Intermediate to Secondary should be established so that students will be able to change schools with their classmates throughout their school career.
- 3.3 There is a need to inform the system, parents, SEAC, community agencies, and community partnerships of the support of the HWDSB for a Pathways school concept. This can be accomplished through cluster principal meetings, system administrator meetings, Principal Advisory Team meetings, individual school staff meetings, and managers meetings. A brochure listing the current Pathways Schools will be developed and updated each year for distribution within the system, to parents, and the community and will be a collaborative effort of the Plant and Instructional Services departments. The Pathways Schools will also be identified in the HWDSB web page.
- 3.4 Special classes may only be placed in portables, with the prior consent of the assigned Superintendent of Education.
- 3.5 The number of special classes assigned to a school should be minimized when one of them is a Behavioural Class.
- 3.6 The maximum number of students in a class must be kept within determined HWDSB maximum limits.
- 3.7 "An effort should be made to provide barrier-free schools for all staff, students, parents and community members, regardless of their physical needs." When expertise, specialized equipment, or a safe, secure environment is not available, as determined by the parents and the school principal, parents will be given a choice regarding an alternate site, a 'Pathways' school." (HWDSB Policy 4.03)
- 3.8 In the building of new schools and major renovations, accommodations will take into account special education program needs. There will be dialogue and discussions to ensure that the design of the building addresses these needs as conveyed through the Superintendent of Instructional Services.

Reference: Regulation 181/98 Section 17(1-2)

9-3
SPECIAL CLASS PROGRAMS
 2000-2001

DEVELOPMENTAL DISABILITY CLASSES

Primary/Junior

Beverly Central
 Centennial
 Collegiate Avenue
 Huntington Park
 Seneca

Intermediate

Highview
 Spencer Valley
 Viscount Montgomery

Special Day School - Glenwood (5)

Secondary

Ancaster High
 Sherwood S.S. (2)
 Sir Allan MacNab
 Sir Winston Churchill (3)
 Westdale
 Westmount

MULTIPLE CLASSES

Primary/Junior

Gordon Price
 Woodward

Junior

Queen Mary

Special Day School - Glenwood (3)

Intermediate

Highview

PHYSICAL CLASSES

Primary/Junior

Gordon Price

Junior/Intermediate

Queen Mary

Secondary

Sherwood S.S.

AUTISTIC CLASSES

Primary

Westwood

Primary/Junior

A.M. Cunningham

Junior

Westwood

Intermediate

Highview

Secondary

Sir Allan MacNab

COMPREHENSIVE CLASSES - INTELLECTUAL (Mild Intellectual Disability)

<u>Primary</u> Dr. J.E. Davey Lincoln Alexander <u>Junior</u> Collegiate Avenue Dundana Fessenden Linden Park Queen Mary Yorkview	<u>Intermediate</u> Dundas District Green Acres Highview Hillcrest R.A. Riddell Tweedsmuir
--	--

COMPREHENSIVE CLASSES - COMMUNICATION (Junior)

Allan A. Greenleaf Beverly Central Billy Green Centennial Eastmount Park Fairfield Grange Green Acres Holbrook	King George Lloyd George Mount Albion Queen Mary Richard Beasley Ridgemount Robert Land Roxborough Park Sir Wilfrid Laurier Strathcona
--	---

COMPREHENSIVE CLASSES - COMMUNICATION (Intermediate)

Adelaide Hoodless (2) Ancaster Sr. Bennetto C.B. Stirling Chedoke (2) Dalewood Dundas District Glen Brae Hampton Heights (2) Highview Hillcrest (2) Lawfield	Memorial (St. Creek) Mount Albion Queen Mary Red Hill Bagshaw Spencer Valley Tweedsmuir W.H. Ballard Westview
---	--

**COMPREHENSIVE CLASSES - VARIOUS EXCEPTIONALITIES
(Secondary Schools)**

Hill Park Parkside Sir Allan MacNab	Sir Winston Churchill Scott Park Westdale
---	---

9-5

DEAF AND HEARING IMPAIRED CLASSES

Under Compulsary Age
Queensdale (2)

Primary
Queensdale

Junior/Intermediate
G.L. Armstrong

GIFTED CLASSES

Junior
Holbrook
Viscount Montgomery

Intermediate
Dalewood (2)
Hampton Heights
Viscount Montgomery
Westview (2)

BEHAVIOUR CLASSES

Primary
Franklin Road
Glen Echo
King George

Junior
Dundas Central
Lincoln Alexander
Lisgar
Queen Victoria
Sanford Avenue

COMPREHENSIVE CLASSES - BEHAVIOUR

Intermediate
Cardinal Heights
Dundas District
Hillcrest
Tweedsmuir

COMMUNICATION CLASSES - PRIMARY SPEECH AND LANGUAGE

Dundas Central
Franklin Road
Green Acres
Helen Detwiler
Lisgar

Pauline Johnson
Sir Isaac Brock
Robert Land
Strathcona

COMMUNICATION CLASSES - PRIMARY LEARNING DISABILITY

Sanford Avenue
Seneca
Sir Wilfrid Laurier

#10

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Approved for distribution
by the Director.

MEMORANDUM

Signature: _____

M. Matier

Date: _____

Oct 27/00

September 28, 2000

TO: Merv Matier, Director of Education
FROM: Krys Croxall, Superintendent of Education / French Immersion Advisory Committee
RE: *Recommendation from the French Immersion Advisory Committee*

Recommended Action

Moved by _____ that The Hamilton-Wentworth District School Board communicate with the Ministry of Education expressing concern regarding:

1. Delay in releasing Ontario Curriculum expectations for elementary French Immersion programs; and
2. Delay in the availability of learning resources to support the new French Immersion Ontario Curriculum at the secondary level.

Rationale

At the September 26, 2000 meeting, the French Immersion Advisory Committee passed a resolution, as above, asking the Board to take action as a result of frustrations expressed by French Immersion teachers and parents:

- The Ministry has mandated the implementation of a new Ontario Curriculum in elementary and secondary schools. Expectations for the new secondary French Immersion curriculum have been provided but the elementary expectations have not been released although the rest of the elementary curriculum was distributed in 1997 and 1998. This delay is unacceptable.
- The Ministry has provided funding for learning resources through the Learning Materials Grant at both the elementary and secondary level to support the implementation of new curriculum. Approved lists of resources have been provided; however, learning materials and resources to support the French Immersion programs have either not been available on the lists or not available on a timely basis for purchase. The development of learning resources for FI lags behind the development of English language resources, and materials designed for French Language schools, although in French, are not always appropriate and suitable for French Immersion programs (French Immersion is an enhanced form of French as a Second Language). As a result French Immersion students are participating in some courses without the benefit of textbooks and materials designed to support the new curriculum and some teachers of French Immersion are faced with a heavy burden of translation requirements.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

September 28, 2000

TO: Merv Matier, Director of Education
 FROM: Krys Croxall, Superintendent of Education
 RE: *Year End (1999-2000) Report of the French Immersion Advisory Committee*

The French Immersion Advisory Committee has completed a review of its work over the past year and is pleased to forward its report to the Board at this time.

The French Immersion Advisory Committee as established by Policy 3.01 functions to "provide advice to the Board regarding French Immersion program and accommodation issues".

<i>Membership</i>	<i>1999-2000</i>	<i>2000-2001</i>
Superintendent of Education	Krys Croxall	Krys Croxall
Elementary principal vice-principal	Terry Gallagher, Norwood Park	Terry Gallagher, Norwood Park Catherine Youngblud, G.L. Armstrong
Secondary principal vice-principal	Marg Bowman, Westdale	Marg Bowman, Westdale Harry Traini, Sherwood
FI elementary teacher	Pilar Lanillos, Glen Brae	Pilar Lanillos, Glen Brae/ Gisele Portelance, A.M. Cunningham
FI secondary teacher	Mark Strobl, Sherwood	Mark Strobl, Sherwood
FI elementary parents (School Council and/or Home and School)	Jean Lewis-Knight, A.M. Cunningham Steve Reynolds, Earl Kitchener	Jean Lewis-Knight, A.M. Cunningham Barbara Mitchell, Norwood Park/ Margot Casuccio, Norwood Park
FI secondary parents (School Council and/or Home and School)	Ches Therien, Westdale Michele McNabb, Sherwood	Ches Therien, Westdale Michele McNabb, Sherwood
FI secondary student	Tamara McCaughey, Westdale	
Consultant or support person responsible for FI	Claudette Sims	Claudette Sims

YEAR-END REPORT OF THE FRENCH IMMERSION ADVISORY COMMITTEE 1999-2000

MEMBERSHIP 1999-2000

Superintendent of Education

Krys Croxall

Elementary principal/vice-principal

Terry Gallagher

Secondary principal/vice-principal

Marg Bowman

FI elementary teacher

Pilar Lanillos, Glen Brae

FI secondary teacher

Mark Strobl, Sherwood

FI elementary parents -
(School Council and/or Home and School)

*Jean Lewis-Knight, A.M. Cunningham
Steve Reynolds, Earl Kitchener*

FI secondary parents -
(School Council and/or Home and School)

*Ches Therien, Westdale/
Michele McNabb, Sherwood*

FI secondary student

Tamara McCaughey, Westdale

Consultant or support person responsible for FI

Claudette Sims

The committee met on May 31, 1999 for its inaugural meeting. During the 1999-2000 school year five meetings were held.

MAY 31, 1999 MEETING

PROGRAM DISCUSSIONS	ACCOMMODATION DISCUSSIONS
FI booklet - potential revisions	Presentation by Brenda Stevenson, Balacava parent, regarding opening a French Immersion track at Balacava or in the Waterdown area
Report on FI survey (Transition Committee)	
EQAO results/comparison with English stream	

SEPTEMBER 28, 1999 MEETING

PROGRAM DISCUSSIONS	ACCOMMODATION DISCUSSIONS
Potential amendments to the FI policy (requirements for certificate)	Follow-up to parent presentation at the May meeting re: opening a FI track at Balacava or in the Waterdown area Recommendation re: <u>FI in Study Area 1</u> <ul style="list-style-type: none"> ▪ <i>That the Hamilton-Wentworth District School Board investigate the feasibility of opening the new Waterdown Elementary School as a dual track French Immersion site.</i>
Shortage of resources to support the new Ontario Curriculum (Science and Social Studies) available in French for an Immersion audience/ need for support for translations	

The recommendation was discussed at Executive Council, presented at the Business Committee Meeting and the following motion was approved by the Board on October 28, 1999:

- *That the recommendation from the French Immersion Advisory Committee "That the Hamilton-Wentworth District School Board investigate the possibility of opening the new Waterdown Elementary School as a dual track French Immersion site" be referred to senior administration and to Accommodation Study Area #1 to be considered during the Instructional Facilities Review Process.*

The recommendation was referred to Ken Bain, Superintendent of Education and Chair of Study Area #1

NOVEMBER 29, 1999 MEETING

PROGRAM DISCUSSIONS	ACCOMMODATION DISCUSSIONS
Need for resources to support the new curriculum - concern for the additional difficulties FI teachers experience with the new curriculum and lack of available resources/textbooks, etc. as well as access to appropriate funding at the school level	Concern that FI is being lost in the Study Area accommodation discussions
1999 enrolment statistics and program viability	Delineation of FIAC's role in those discussions given the mandate of the committee in policy (continued at next meeting)
Expectations for English in FI	

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JANUARY 19, 2000 MEETING

PROGRAM DISCUSSIONS	ACCOMMODATION DISCUSSIONS
Vision for French Immersion schools to assist in the development of a "vision" for instructional facilities and quality programs underway - as a result of discussion at the committee, a request sent out to FI schools for input to the vision statement to be submitted to Executive Council	
Difficulty in obtaining staffing/ shortage of qualified teachers - need to pre-hire or hire earlier	French Immersion in Study Area #1 - discussion of the response of Study Area #1 to the committee's recommendation

A special meeting of the committee was held on February 9 to collate responses. The result was a memorandum, dated February 11, which was forwarded to Executive Council (attached)

MARCH 28, 2000 MEETING

PROGRAM DISCUSSIONS	ACCOMMODATION DISCUSSIONS
Recommendations re: JK Program at Norwood discussed as part of JK expansion:	
<ul style="list-style-type: none"> ▪ That the Board provide English Language Junior Kindergarten programming at Norwood Park ▪ That parents who register their children in the English Language JK program at Norwood Park have the intent to register their children in the French Immersion Senior Kindergarten program ▪ That parents registering their children in the JK program at Norwood Park be made aware that English Language Senior Kindergarten programming will NOT be available at Norwood Park ▪ That parents who register their children in the English Language JK at Norwood Park will be responsible for daily transportation for their children as are all parents in the French Immersion program 	
Resources available for elementary FI programs (prepared by Claudette Sims)	
Impact of new Grade 9 curriculum and new Ministry funding model on FI secondary programs - guests: Dr. E. Bond, Superintendent of Education - Secondary East, Harry Traini, Principal - Sherwood	
Elementary school budgets for FSL	

MAY 24, 2000 MEETING

PROGRAM DISCUSSIONS	ACCOMMODATION DISCUSSIONS
Funding of French Immersion - Ministry, Board and school level	Recommendation to Executive Council: <ul style="list-style-type: none"> ▪ That at least one FI staff member and FI parent be included on the closure committee for any identified school that has an FI program ▪ That the Board ensure that School Closure Committees allow FI parents and teachers to have the opportunity to make a presentation to the committee re: the impact of closure and/or reassignment to another school for the FI program and students
Staffing for FI elementary	

PROPOSED DIRECTIONS FOR 2000 - 2001

The Committee has proposed to focus its attention on a number of issues for the 2000-2001 school year:

1. The Committee is currently recruiting "alternates" for each position as outlined in policy for two reasons:
 - to increase attendance and therefore broaden the range of input to discussions;
 - to provide for a transition/training period for interested members of the French Immersion community as the committee needs to replace its own membership over the years.
2. PROGRAM FOCUS
 - French Immersion staffing needs related to program;
 - supporting the special education needs of students in French Immersion;
 - learning resources to support the program;
 - student enrolment and recruitment.
3. ACCOMMODATION FOCUS
 - accommodation issues connected with the current School Closure Review process (two French Immersion Schools involved – Sanford Avenue and Peace Memorial) and program viability (elementary and secondary – i.e. boundaries and catchment areas);
 - student enrolment and recruitment.

#11

MEMORANDUM

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Deb Sprentz, Special Assignment Teacher - Health and Physical Education
Date: October 20, 2000
Re: Physical Activity Survey

Approved for distribution
by the Director.

Signature

Date

Oct 27/00

Recommended Action

Moved by _____ that the following Physical Activity Survey be received for information.

The fitness of children in our society is a shared responsibility of parents, the school system and the community in general. While it is clearly acknowledged that schools alone cannot do the job of ensuring that our children adopt healthy active life styles, the school system does have an important role to play in terms of the instructional program and extracurricular activities that promote active participation and fitness. Accordingly, at the January Education Committee, the following motion was approved:

That the officials prepare a report on the status of the Physical Education Programs in The Hamilton-Wentworth District School Board, to find out how much physical activity is available to our elementary students, specifically

- A. **How often are physical education classes scheduled in a week and for what period of time?**
- B. **Are physical education classes provided by teachers with a physical education specialty?**
- C. **Are other activities to encourage healthy exercise scheduled regularly each week and how many students participate?**

The survey has now been completed and tabulated. Almost all schools within the Board participated in this survey (11 schools did not submit surveys or submitted surveys too late for inclusion in the analysis). Completing the questionnaires, tabulating the results, and analyzing the statistics has been a very challenging and time-consuming task.

The complete report fills six binders and includes the information gathered from each participating school organized on a cluster basis in three categories: primary (K, 1-3) junior (4, 5 or 4, 5, 6) and middle school (6, 7, 8 or 7, 8) grades. The report presented for the Board summarizes this information by cluster and also provides a system perspective. In presenting the report, we need to recognize that this "snapshot" provides information representing the experience of schools for the 1999-2000 school year; with many timetabling and staffing changes, the picture presented cannot be extrapolated to the current year. Furthermore since the report was completed at the end of the year without prior notice to schools in terms of the need to record and document such activities, some of the information presented must be considered representative rather than exact and important information may be missing.

While the information does show areas where the Board could certainly improve its performance, overall we believe that the data does show that the schools of the Hamilton-Wentworth region have, for the most part, been doing their part in the responsibility we share with parents and the community for fitness levels among our youth.

A series of observations, rather than recommendations, has been provided along with the statistical report. In an ideal world, observations would lead to recommendations but while some areas for improvement could be tackled with little or no expense (e.g. hiring decisions), most of the other areas requiring improvement come with significant price tags (accommodations, equipment, in-service). Further discussion and analysis of the report, in light of the Board's program priorities, needs to occur before any recommendations could or should be made.

The Ontario Curriculum Team, and in particular, the Special Assignment Teacher, Deb Sprentz, will continue throughout the 2000-2001 school year to provide in-service and support to schools who wish to focus on improving their physical education programming to ensure students benefit from regular healthy exercise in the school day. A summary of Curriculum Department initiatives that support schools in this area is attached.

HWDSB INSTRUCTIONAL PHYSICAL EDUCATION PROGRAM INITIATIVE

HWDSB has provided teachers with current H&PE support resources to deliver quality programs to enable students to develop the skills to make an active lifestyle a reality for a lifelong commitment to their future. The chart below outlines both past and present initiatives in the area of Physical Education.

School Year	HWDSB Instructional Physical Education Program Initiative
98-99	<ul style="list-style-type: none"> ▪ In-service teachers and provide grade by grade binders of lesson plans to assist Grade 4-8 teachers with PE program delivery ▪ Offer QDPE awareness sessions for interested K-8 teachers/administrator
99-00	<ul style="list-style-type: none"> ▪ In-service and provide grade by grade binders of lesson plans to assist Grade K-3 teachers with PE program delivery ▪ Offer repeat QDPE awareness sessions for interested K-8 teachers/administrators ▪ Offer QDPE support for interested pilot sites from QDPE Hamilton-Wentworth workgroup (comprised of representatives from Social And Public Health Services Division as well as HWDSB H&PE Special Assignment Teacher) ▪ Assist in the writing and development of H&PE provincial curriculum writing project in partnership with OPHEA (Ontario Physical and Health Education Association) (expected release date Fall 2000)
00-01	<ul style="list-style-type: none"> ▪ In-service and provide a Physical Activity Program "Rainbow Fun" to interested Primary teachers. The binder consists of lesson plans to assist Grade JK-3 teachers with PE program delivery ▪ Offer continued QDPE awareness sessions for interested teachers/administrators ▪ Offer QDPE support for interested pilot sites from QDPE Hamilton-Wentworth workgroup (comprised of representatives from Social And Public Health Services Division as well as HWDSB H&PE Special Assignment Teacher) ▪ In-service and provide the OPHEA grade by grade binders of lesson plans (developed in partnership with OPHEA 99/00) to assist Grade K- 8 teachers with PE program delivery as well as suggested assessment tools and strategies (expected revised release date Dec. 2000) ▪ Provide Fundamental Movement Skill Workshops for teachers delivering PE programs to raise awareness of the newest strategies for skill development

11-2

THE PHYSICAL ACTIVITY QUESTIONNAIRE

1999-2000 School Year

REPORT - October 2000

THE PHYSICAL ACTIVITY QUESTIONNAIRE 1999-2000 SCHOOL YEAR

REPORT - OCTOBER 2000

EXECUTIVE SUMMARY

This report provides a "year at a glance" perspective of the delivery of both instructional Physical Education programs and optional physical activities offered at elementary schools in the Hamilton-Wentworth District School Board in the 1999-2000 school year.

TIME ALLOTMENT

How often are physical education classes scheduled in a week and for what period of time?

The Ontario Curriculum specifies that Health and Physical Education expectations are mandatory in the curriculum. The unofficial rule of thumb provided by the Ministry is that approximately 65% of the elementary school instructional program should be focussed on the Ontario Curriculum components of Language (including French as a Second Language), Mathematics and Science and Technology. This leaves approximately 35% of the time to be devoted to the remaining curriculum areas: The Arts (Music, Visual Arts, Drama and Dance), Social Studies, History and Geography, and Health and Physical Education, as well as Teacher Advisor Groups in intermediate grades. This means that, provided there are facilities to meet the needs of the school population, the delivery of the physical education component can be allotted about 10% of the time. In our current 1500-minute instructional week, this is approximately 150 minutes.

Within the Health and Physical Education document, standards for "vigorous physical activity for a sustained period of time each day" are set grade by grade:

- Grade 1 - 2: 5 to 10 minutes
- Grade 3: 8 to 10 minutes
- Grade 4, 5, 6: 10 to 15 minutes
- Grade 7, 8: minimum of 15 minutes

It is clear that few, if any, HWDSB schools are offering **instructional** programs that meet the standards for vigorous physical activity on a **daily** basis. Instructional programs are limited by many constraints such as gym space and availability in overcrowded schools, scheduling issues, staffing, weather, lack of equipment, teacher expertise. The length of instructional periods varies from school to school depending on the timetable. Periods range from 30 to 50 minutes, and in most schools instructional periods can only be offered to students two or three times per week, not on a daily basis.

At the middle school level, 63 to 100% of the schools, depending on the cluster, offer at least 81 minutes of instructional time a week. At the junior level the percentage declines with 36 to 79% of the schools offering a minimum of 81 minutes. At the primary level 27 to 76% of schools offer this time to the instructional program. No school offers less than 40 minutes of instructional time at the 1 - 8 grade levels, although this appears to be the case in some Kindergarten programs.

Based on these statistics, schools will need to carefully consider how to meet the Ministry expectations for vigorous activity. A program called "Quality Daily Physical Education" can be utilized by schools to involve students in instructional physical activity on a daily basis for at least 150 minutes weekly. QDPE is a flexible program providing teachers with suggestions and strategies for delivering physical activity to their students in a non-traditional setting (i.e., the classroom). The Ontario Curriculum Special Assignment Teacher has offered schools the opportunity to be involved in piloting this program in 1999-2000 and will again be offering in-service and support to interested schools in 2000-2001.

TEACHER QUALIFICATIONS

Are physical education classes provided by teachers with a physical education specialty?

The data demonstrates that across the Board at the middle school level, 70 to 100% of schools, depending on the cluster, have qualified teachers delivering program. Qualified teachers in this study are teachers with B.P.E. degrees or Part 1 (and higher) Ministry additional qualifications in physical education. At the junior level the figure drops to a range of 44 to 91%. At the primary level 42 to 76% of the teachers are qualified while at the Kindergarten level only 21 to 47 % are qualified.

The lower percentages of qualified personnel teaching the program occur in county clusters (e.g. County East ranges from 20 to 70 % qualifications across all grade levels as opposed to Mountain West where the percentages range from 47 to 100%).

While the higher percentage rates at the middle school level speak to quality programs and safety in middle school programs, the lower percentage rates at the kindergarten and primary grades are a cause for concern considering the complexity of the new Ontario Curriculum Physical Education expectations (fundamental movement skills) and the impact that lower quality programming has on the development of fitness and participation rates in primary students. It is at this level that children must be shown the pleasures of fitness and physical activity and develop the critical movement skills that are necessary for leading an active life style in later years.

The Board appears to have a number of qualified teachers who are not involved in the delivery of the instructional physical education program. Accordingly, while hiring additional teachers with physical education qualifications or encouraging current teachers to enhance their qualifications in this area are both strategies which could be employed to improve the qualification levels of current teaching staff, the data demonstrates that there is no inherent shortage of qualified teachers at the present time.

OPPORTUNITIES FOR SCHOOL-BASED PHYSICAL ACTIVITIES BEYOND THE INSTRUCTIONAL PROGRAM

Are other activities to encourage healthy exercise scheduled regularly each week and how many students participate?

The current structure for delivery of Health and Physical Education varies from school to school based on such considerations as teacher qualifications, available facilities, school enrolment, timetabling and scheduling. The survey results clearly demonstrate the program history and tradition of the two former boards; the city board had qualified itinerant teachers for primary and junior schools and middle school specialists, who delivered strong instructional programs while the county board supplemented its instructional program with a higher level of extracurricular activities for elementary students at all age levels. Schools in county clusters tend to offer more intramural opportunities for students at all grade levels. Data suggests that the situation has been impacted further by the change in lunchroom supervision in the city and the practice of students eating lunch in the gym to minimize the demands on teacher supervision duty. Schools in the county also tend to offer more extracurricular interscholastic athletic opportunities for students in the primary and junior division, a continuation of the county tradition, as opposed to the city history of interscholastic athletic competition focussing on middle schools (Grade 6, 7 and 8).

The data shows that 42 to 100 % of the schools depending on the cluster offer intramural program and that a wide variety of activities are available to interested students. There are twelve different types of intramural leagues offered for primary students, eleven for junior students, and eleven for middle school pupils. These intramural programs tend to be seasonal and may be offered for an intensive period (several weeks or months) and then not offered again until the next school year. The leagues often support and enhance skills that students are developing in the instructional program..

The range of participating students as a percentage of students eligible to participate varies widely. The figures provided by schools in this section of the survey were in many cases approximations rather than accurate figures; also different interpretations of the question by school personnel have resulted in figures that may not be directly

comparable. However, it appears that participation rates for both girls and boys fluctuate, and in some clusters decrease as the students move into middle school.

There was also a wide variety of intramural "club" type activities (nine for primary, ten for junior, and eleven for middle school) and in some schools, "self-directed" activities (seven for primary, ten for junior and three for middle school) that increased the amount of time students could be physically active during the school day. Special day activities such as "Jump Rope for Heart", play days, ski trips, roller skating, the Terry Fox Run, and Mini Olympics were common and also provided opportunities to enhance the level of physical activity for students (twenty different activities reported at primary, eighteen at junior and ten at middle school). These activities increased the amount of physical activity available for participating students greatly, especially where instructional hours were limited. For example, County West schools for the primary junior division offered up to twelve hours of league play, up to fifty hours of club activity, up to thirty hours of self-directed activity and up to ten hours through special days.

Interscholastic opportunities for physical activity were also provided for a smaller group of athletes at all schools. These also are "seasonal" opportunities that tend to increase in scope and number by division; that is, there were limited offerings at the primary level, but more at the junior level and middle school level. For example, twenty-two schools offered X-country for primary students, twenty-nine schools for junior students and thirty-six schools for intermediate students.

Of the eighty-seven reporting schools with primary grades, twenty-two offered interscholastic competition in X-country, and twenty-six in track and field. Of the eighty-seven reporting schools with junior grades, twenty-nine offered X-country and track both, sixteen offered 3-pitch, nine offered volleyball, nineteen basketball, twenty-one swimming, sixteen soccer and one indoor track. At the intermediate level of the thirty-nine reporting schools, thirty-six offered X-country, thirty-four track and field, thirty-two 3-Pitch, thirty-five volleyball, thirty-six basketball, nineteen swimming, eleven soccer and seven indoor track. It is very likely that the fact that the Board provides an Athletic Convenor to organize interscholastic events at this level has resulted in the higher numbers of participating middle schools.

The history of past boards also shows quite clearly in the statistics. For example, soccer as an interscholastic sport was offered for junior and intermediate students only in county clusters. Swimming was a citywide tradition and is now offered to all clusters but only two county schools participated at the junior level and two at the intermediate level while there were nineteen and seventeen city schools participating respectively.

Another interesting statistic that appears in an examination of cluster results is the fact that opportunities for boys to participate interscholastically appear to be greater than those offered to girls in some clusters. Equity may need to be a consideration of future planning around physical education competitive activities.

CONCLUSION

How much physical activity is available to our elementary students?

Although there is room for improvement, particularly in the amount of daily physical activity offered in the instructional program, the Hamilton-Wentworth District School Board did offer its students a wide range of extracurricular opportunities during the 1999-2000 school year which increased the amount of time spent in vigorous physical activity for many students. In this way, most schools have been active partners in the responsibility shared by parents, schools and community agencies for the fitness levels of elementary students.

Documented benefits of daily physical activity include enhanced academic performance, increased ability to remember, improved peer relationships, and increased self-esteem. For these reasons, as well as the results of student inactivity in terms of future health risks and costs, schools should carefully consider how to provide a quality physical education program for all students using school and community resources to the fullest. Of particular note is the need to ensure that primary students have the opportunity for increased physical activity during instructional time, more intramural experiences, and a program taught by an enthusiastic, qualified teacher/role model. Developing the fundamental skills students need to feel successful as a participant in physical activity is critical to participation rates and health in later years.

PHYSICAL ACTIVITY SURVEY

Board Summary

- 1) **Program Deliver:** Percentage of schools delivering Physical Education programs by teachers with some or all of the required qualifications by division

Grade Level	City East	City West	County East	County West	Mountain East	Mountain West
JK/SK	41%	31%	20%	21%	36%	47%
Gr. 1-3	76%	63%	50%	42%	64%	71%
Gr. 4, 5	71%	56%	57%	44%	91%	79%
Gr. 6, 7, 8	100%	83%	70%	75%	100%	100%

Observations

- lower percentages of qualified personnel teaching in county clusters
- qualified personnel increase with the division level of instruction - this means middle school programs will likely be quality programs with appropriate safety considerations
- concern that less qualified or non-qualified personnel instruct at the primary level because the Ontario Curriculum expectations are more rigorous and demanding for teachers as well as students, and that it is critical to have good instruction in the mechanics of the basic Fundamental Movement Skills and the proper progression of skill development so that students can develop confidence in their ability to demonstrate these skills enabling them to transfer the principles successfully to new activities as they are introduced in future years
- the system needs to investigate staffing options for the delivery of quality primary/junior programs

Program Delivery: Number of qualified Physical Education teachers currently not delivering specialty area

Qualified Teachers	City East	City West	County East	County West	Mountain East	Mountain West
#	6	8	5	7	10	9

Observations

- additional qualified personnel appears to be available within the Board

Program Delivery: Number of Schools indicating reasons qualified teachers are not delivering Physical Education program

Reason	City East	City West	County East	County West	Mountain East	Mountain West
Timetabling	0	2	0	3	2	2
Other responsibilities	2	3	2	2	3	3
Already have enough qualified teachers	2	0	2	1	3	1
Probationary teachers	1	0	0	1	0	0
No desire to teach PE	0	2	0	0	1	3

- 2) **Scheduling:** Percentage of schools delivering Physical Education programs that exceed 81 minutes of instructional time in a week

Grade Level	City East	City West	County East	County West	Mountain East	Mountain West
JK/SK	18%	6%	50%	24%	18%	36%
Gr. 1-3	76%	75%	45%	47%	27%	71%
Gr. 4, 5	59%	75%	67%	53%	36%	79%
Gr. 6, 7, 8	100%	100%	90%	71%	63%	80%

The length of the period varies from school to school (ranging anywhere from 30 min. – 50 min.), however, this usually means Physical Education is delivered at least three times a week.

Scheduling: Percentage of schools delivering Physical Education programs that fall between 40 – 80 min. of instructional time in a week

Grade Level	City East	City West	County East	County West	Mountain East	Mountain West
JK/SK	29%	25%	25%	35%	27%	29%
Gr. 1-3	18%	25%	50%	53%	73%	29%
Gr. 4, 5	29%	25%	33%	41%	27%	21%
Gr. 6, 7, 8	0	0	10%	17%	25%	20%

Scheduling: Percentage of schools delivering Physical Education programs that total less than 40 min. of instructional time in a week

Grade Level	City East	City West	County East	County West	Mountain East	Mountain West
JK/SK	12%*	6%*	8%	41%	36%	36%
Gr. 1-3	0	0	0	0	0	0
Gr. 4, 5	0	0	0	0	0	0
Gr. 6, 7, 8	0	0	0	0	0	0

City East*: 6% do not offer instructional Physical Education time, 56% did not answer

City West*: 6% offer fluctuating instructional Physical Education time, 35% did not answer

Scheduling: Barriers for delivering Quality Daily Physical Education

- Barriers:**
- Gym space and availability
 - Other curriculum priorities
 - Scheduling
 - Timetabling
 - Staffing
 - Not a board priority
 - Delivery of health class
 - Weather
 - Teacher comfort level
 - Teacher expertise
 - Lack of equipment
 - No change rooms
 - Not sure
 - Government cutbacks

Observations

- if schools are providing the maximum time possible within the facilities available, then non-traditional strategies and suggestions to increase the amount of vigorous activity must be employed (e.g. Daily Quality Physical Education)
- teachers and administrators need to become more aware of QDPE and recognize the benefits for students

3) **Indoor Facilities:** Percentage of schools indicating gym space is adequate to deliver the current instructional Physical Education Program

Adequate Gym Space	City East	City West	County East	County West	Mountain East	Mountain West
Percentage of schools	47%	70%	25%	59%	73%	65%

Indoor Facilities: Safety concerns of indoor facilities

- Safety Concerns:**
- Small gym – limited space
 - Flooring surface inadequate
 - Walls have protruding obstacles
 - Equipment secured inappropriately
 - Ceiling too low
 - Change rooms
 - Poor lighting system
 - Old gym – poles and obstacles
 - Converted classroom – long and narrow

4) Outdoor Facilities: Percentage of schools indicating outdoor space is adequate

Adequate Outdoor Space	City East	City West	County East	County West	Mountain East	Mountain West
Percentage of schools	47%	40%	92%	77%	71%	88%

Outdoor Facilities: Percentage of schools indicating maintenance of playing surfaces is adequate

Adequate Maintained Playing Surfaces	City East	City West	County East	County West	Mountain East	Mountain West
Percentage of schools	79%	50%	67%	91%	50%	82%

5) Storage: Percentage of schools indicating storage space to be at least adequate

Grade Level	City East	City West	County East	County West	Mountain East	Mountain West
JK – 5(6)	29%	81%	50%	54%	55%	43%
(6), 7, 8	50%	50%	56%	100%	25%	60%

- Storage Concerns:**
- Limited space – utilize basement and other classrooms for extra storage space
 - Need more space
 - Upkeep and maintenance of storage units
 - Many different people delivering program does not lend itself to consistent monitoring of equipment room
 - Safety – equipment stored at side of gym

Observations

- provision of a quality physical education program would be enhanced by the upgrade of Board facilities, both indoor and outdoor.
- the Board has adopted the OPHEA Safety Guidelines as the Board standard
- schools could utilize outdoor and community facilities in accordance with the Safety Guidelines to deliver instructional PE program
- addressing many of the concerns that appear throughout this survey would require substantial budget allocations (e.g. more gym space, more storage space, renovations of gym facilities) and would require long-term capital planning

6) Equipment: Percentage of schools indicating a variety of equipment is readily accessible to deliver the current Physical Education program (less than 20 items missing from the suggested equipment list)

Equipment	City East	City West	County East	County West	Mountain East	Mountain West
Percentage of schools	68%	45%	75%	64%	46%	71%

A quality Physical Education program offers students a wide range of activities and allows all students in a given class access to the necessary equipment enabling simultaneous active participation in a safe environment

Observations

- principals need to consider the replacement, maintenance and updating of physical education equipment as part of the regular school budget process
- a key PE teacher responsible for coordinating PE orders and organizing and maintaining the PE equipment and storage area would help manage the PE equipment inventory
- student involvement and participation is enhanced with an adequate supply of appropriate equipment
- a variety of equipment is required to meet the demands of the curriculum for movement skills and active participation

7) Intramural Programs: Percentage of schools delivering intramural programs

Intramural Programs	City East	City West	County East	County West	Mountain East	Mountain West
Percentage of schools	42%	65%	100%	68%	50%	65%

List of intramurals offered by division

League: Participants are usually grouped in teams of varying sizes, depending on the activity. The activity is scheduled so that groups compete with each other on a regular basis for a certain period of time

Intramurals - Leagues	Jk-3	4, 5, (6)	(6), 7, 8
3-pitch - variations		✓	✓
Badminton			✓
Basketball - variations	✓	✓	✓
Bordenball			✓
Boundary Ball	✓		
Cricket		✓	✓
Deck Tennis	✓	✓	
Dodgeball - Prisonball	✓	✓	
Endzone	✓	✓	
Floor Hockey - variations	✓	✓	✓
Football - variations		✓	✓
Handball		✓	
Kick Baseball	✓		
Miniature Golf	✓		
Newcomb Ball			✓
Ringette	✓		
Running	✓	✓	
Soccer - variations	✓	✓	✓
Ultimate Frisbee			✓
Volleyball - variations	✓		✓

Intramurals: Range of Girls participating in Leagues shown as a percentage of the total targeted population (e.g., primary girls: total population-50, participating-35, therefore 70% of the target group participated)

Range of Girls	City East	City West	County East	County West	Mountain East	Mountain West
Primary	33-100%	29-57%	47-100%	26-100%	21-80%	70-100%
Junior	22-100%	33-50%	28-94%	25-100%	78-80%	60-100%
Intermediate	33-100%	24-100%	27-74%	22%	6-52%	6-50%

Intramurals: Range of Boys participating in Leagues shown as a percentage of the total targeted population (e.g., junior boys: total population-50, participating- 25, therefore 50% of the target group participated)

Range of Boys	City East	City West	County East	County West	Mountain East	Mountain West
Primary	67-100%	29-42%	49-85%	50-100%	31-100%	50-100%
Junior	43-100%	50-83%	27-100%	50-100%	82-100%	50-100%
Intermediate	53-100%	49-100%	31-74%	34-50%	23-70%	34-50%

Clubs: Participation in clubs is usually less "group-structured" than in leagues. Clubs provide opportunity for long-term instruction, recreation, and/or competition. Activities may be an extension of the instructional program or ones not normally included in class

Intramurals - Clubs	Jk-3	4, 5, (6)	(6), 7, 8
3-pitch (Baseball)		✓	✓
Basketball (21)	✓	✓	✓
Co-operative Games	✓		
Curling			✓
Dance	✓	✓	✓
Girls Cheer Club			✓
Golf			✓
Gymnastics	✓	✓	✓
Running Club	✓	✓	✓
Skipping Club	✓	✓	
Soccer	✓	✓	
Swimming	✓	✓	
Track and Field/Relay		✓	✓
Volleyball	✓	✓	✓
Wrestling			✓

Self Directed: Generally, those activities in which students participate on their own initiative in their free time (recess, noon, before/after school). The school provides the necessary facilities, equipment, and encouragement to help motivate students to participate in and enjoy physical activity

Intramurals – Self Directed	Jk-3	4, 5, (6)	(6), 7, 8
Badminton			✓
Basketball		✓	
Dance	✓	✓	
Dodgeball	✓	✓	
Football		✓	
Four Square	✓	✓	
Games	✓	✓	
Line Dancing	✓	✓	
Running	✓	✓	✓
Skipping	✓	✓	
Soccer		✓	
Volleyball			✓

Special Days: Large numbers of students from various grades, staff, and possibly parents involved in active physical participation

Intramurals – Special Days	Jk-3	4, 5, (6)	(6), 7, 8
Beach Day	✓	✓	
Co-op activity days			✓
Cross Country			✓
Earth Walk	✓	✓	
Elective Days			✓
Fitness Challenge	✓	✓	
Hiking, Fun Walk	✓	✓	
Hoops for Heart			✓
Jump Rope for Heart	✓	✓	✓
Links for Lunch	✓	✓	
Mini Olympics			✓
Multi Intelligence Day	✓	✓	
Park Excursion	✓	✓	
Play Day	✓	✓	
Roll to School Day	✓	✓	
Skating	✓	✓	
Ski Trip		✓	✓
Special Event Days-Skipping, Gymnastics, Bowling, Roller Skating, Soccer	✓	✓	✓
Summer Active	✓	✓	
Swimming	✓		
Tennis and Karate Lessons		✓	
Terry Fox Run	✓		
Toonie Tuesday	✓	✓	
Track and Field Day	✓		✓
Walkathon	✓	✓	✓
Water Sports	✓		
Winter Fun Day	✓	✓	

Teachers including specialists are the primary deliverers of the intramural programs. Other volunteers are Administrators, Support Staff, Parents, Older Students, Co-op Students

Intramurals: Range of total hours of activity offered to targeted participants in the **Primary/Junior** division

Range of total hours	City East	City West	County East	County West	Mountain East	Mountain West
League	5.5-14 hrs	2-10 hrs	6-30 hrs	3.5-12 hrs	1.5-75 hrs	2-15 hrs
Club	8-10 hrs	4-28 hrs	5-6 hrs	8-50 hrs	3-75 hrs	2-16 hrs
Self-directed	0 hrs	0 hrs	10-15 hrs	4-30 hrs	0 hrs	6-8 hrs
Special Day	1-6 hrs	2-3 hrs	2-7 hrs	30 min-10 hrs	2-8 hrs	1-6 hrs

Intramurals: Range of total hours of activity offered to targeted participants in the **Intermediate** division

Range of total hours	City East	City West	County East	County West	Mountain East	Mountain West
League	17-20 hrs	20 min-18 hrs	6.5-15 hrs	10-14 hrs	6-75 hrs	2-30 hrs
Club	4-50 hrs	12 hrs	5-21 hrs	8-38 hrs	0 hrs	4 hrs
Self-directed	0 hrs	0 hrs	8-17 hrs	6-20 hrs	104 hrs	40 hrs
Special Day	2 hrs	1-24 hrs	1-14 hrs	6-8 hrs	0 hrs	Not provided

Observations

- intramural programs focus on participation and active involvement and de-emphasize competition - therefore they can appeal to and involve all students, even those not athletically gifted
- intramurals can offer a variety of activities that appeal to diverse student interests and ability levels
- intramurals can encourage girls at all grade levels to participate in athletic programs in segregated as well as coed activities
- intramurals can offer students an opportunity to practise skills learned in the instructional program
- in order to increase the scope of opportunities offered schools need to consider the involvement of appropriately trained community volunteers as coaches and supervisors
- Special Activity Days can offer an opportunity for social development as well as opportunities for physical activity and if school or division wide, can provide an impetus for involvement for all students, not just those interested in the physical activity
- intramural programs offer schools a way to enhance the number of hours of vigorous activity provided within the school program - of particular interest in schools where the facilities are overdriven by student enrolment

Interscholastic Athletic Opportunities: Total number of schools offering interscholastic athletic opportunities for primary students by activity

# of schools by cluster delivering primary program	City East 17	City West 16	County East 12	County West 17	Mountain East 11	Mountain West 14
X-country	3*	3	5	10	0	1
Track & Field	2*	0^	8	13	1	2
3-Pitch	0*	0	0	0	0	0
Volleyball	0*	0	0	1	0	0
Basketball	0*	0	0	0	0	0
Swimming	6*	8	0	1	0	1
Soccer	0	0	0	0	0	0
Indoor Track	0	1	0	0	0	0

* One other school indicated delivering activity but did not provide grade levels offered

Two other schools indicated delivering activity but did not provide grade levels offered

Interscholastic Athletic Opportunities: Total number of schools offering interscholastic athletic opportunities for junior students by activity

# of schools by cluster delivering junior program	City East 17	City West 16	County East 12	County West 17	Mountain East 11	Mountain West 14
X-country	3*	4	8	13	0	1
Track & Field	3*	1^	9	13	1	2
3-Pitch	0*	1	7	8	0	0
Volleyball	0*	0	2	7	0	0
Basketball	1*	3	4	11	0	0
Swimming	7*	8	1	1	3	1
Soccer	0	0	9	7	0	0
Indoor Track	0	1	0	0	0	0

* One other school indicated delivering activity but did not provide grade levels offered

^ Two other schools indicated delivering activity but did not provide grade levels offered

Interscholastic Athletic Opportunities: Total number of schools in offering interscholastic athletic opportunities for intermediate students by activity

# of schools by cluster delivering intermediate program	City East 8	City West 6	County East 10	County West 6	Mountain East 4	Mountain West 5
X-country	6 *	6	10	6	4	4
Track & Field	5*	6	10	5	4	4
3-Pitch	5*	5	9	5	4	4
Volleyball	7*	6	8	6	4	4
Basketball	7*	6	9	6	4	4
Swimming	7*	5	1	1	2	3
Soccer	0	0	7	4	0	0
Indoor Track	0	1	1	3	1	1

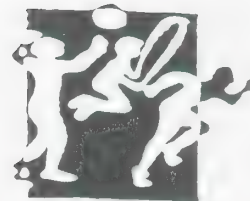
* One other school indicated delivering activity but did not provide grade levels offered

Observations

- schools must consider equity in the offering of interscholastic athletic opportunities - and ensure that girls can participate to the same degree as boys in segregated and/or co-educational activities
- the lack of interscholastic opportunities at the primary and to some degree the junior (other than Grade 6) level needs to be considered in future planning
- although interscholastic athletics offer opportunities for a limited number of skilled participants, these events are important enrichment opportunities particularly for students who may not benefit from enhanced opportunities in their everyday lives (e.g. lessons, camps, community leagues, etc.)

The Evidence Behind QDPE

11-14



FACT 1

Daily physical activity improves children's skeletal health, thereby also reducing the risk of the future development of osteoporosis.

Evidence

- ▶ Eighty percent of back pain is attributed to a lack of exercise and poor fitness levels.
Chiropractic in Canada, 1986
- ▶ Research shows that exercise may be more important to bone growth than milk.
Houston, 1983
- ▶ Physical activity in adolescence has an important role in reducing the risk of osteoporosis later in life by enhancing peak bone mass.
Bailey & Martin, 1994
- ▶ Active adolescents have better skeletal health than their less active peers.
Sallis and Patrick, 1994
- ▶ Daily weight-bearing activities, of even brief duration during adolescence, are critical for enhancing bone development that affects skeletal health throughout life.
Sallis and Patrick, 1994

FACT 2

Recent research has indicated an increase in the prevalence of childhood obesity which is linked to a lack of physical activity. Both obesity and inactivity are modifiable risk factors of cardiovascular disease. Increasing participation in regular physical activity will consequently reduce the risk of this fatal disease.

Evidence

- ▶ In North America, 40% of five to eight year old children can be classified as obese.
Fishburne & Harper-Tarr, 1992
- ▶ In the past 15 years the prevalence of obesity has grown by more than 50% in Canadian children aged six to 11 years, and by 40% in those aged 12 to 17. Forty to 80% of overweight youngsters become obese adults who are at high risk of developing heart disease and diabetes. A major cause of obesity is sedentary lifestyles.
Leachy, 1994
- ▶ Forty percent of Canadian children already have at least one risk factor for heart disease—reduced fitness due to an inactive lifestyle.
Fishburne & Harper-Tarr, 1992
- ▶ The primary health benefits from childhood physical activity will most likely come in preventing or delaying morbidity and mortality from cardiovascular disease.
Sallis & McKenzie, 1991
- ▶ Inactive adults are at least twice as likely to die of cardiovascular disease as active adults. This relative risk is approximately the same as the relative risk of the other major cardiovascular disease risk factors: cigarette smoking, high blood pressure and high serum cholesterol.
Berlin & Solaitz, 1990; Powell, Thompson, Caspersen & Kendrick, 1987
- ▶ Several modifiable risk factors for coronary heart disease begin early in childhood, such as obesity, increased blood lipid, hypertension and lack of exercise. In fact, coronary heart disease typically develops slowly as risk factors increase and combine.
Leppo, 1993

- Obesity and overweight conditions (in children) are associated with decreased levels of physical activity and overweight conditions (in children) are associated with decreased levels of physical activity. Exercise is one of the few factors correlated with long term body weight maintenance.

King & Tabbie,

FACT 3

Regular physical activity improves children's mental health and contributes to their growth and development.

Evidence

- Physical activity is consistently related to improvements in self-esteem, self-concept, depressive symptoms and anxiety, stress.
Calfas & Taylor, 1994
- Exercise plays a role in reducing anxiety, depression and tension, and it has beneficial effects on the emotional status of both young and old persons. In children, physical training results in increased self-esteem and perceived physical competence which are necessary, interceding variables that enable children to cope with mental stress.
DeMarco & Stanley, 1989
- Moderate physical activity, on a regular basis, reduces the symptoms of mild or moderate depression and anxiety neuroses by improving self-image, social skills, mental health, perhaps cognitive function and total well-being.
Katz, Adler, Mazzarella & Ince, 1985

FACT 4

Regular physical activity enhances academic performance.

Evidence

- An individual enjoys improved concentration, enhanced memory and learning, enhanced creativity, better problem-solving ability and improved mood state for up to two hours following exercise.
Taylor & Taylor, 1989
- Children's movement experiences are intimately connected with their intellectual, emotional, aesthetic, social, physical and motor development. In other words, physical education is necessary to ensure overall human development.
Fishburne & Haslam, 1992
- Improvements in discipline, academic performance and self-concept are benefits associated with regular physical activity.
Fishburne & Boras, 1989
- Moderate to vigorous physical activity favourably enhances skill performance in classroom functions such as arithmetic, reading, memorization and categorization.
Keays, 1993
- Even when more time is devoted to physical education, academic performance has been found not to suffer.
Maynard, Coonan, Worsley, Dwyer & Baghurst, 1987

FACT 5

Habitual physical activity levels begin to decline dramatically during adolescence.

Evidence

- Children's habitual physical activity levels are low and more important, these levels decline dramatically from childhood through adolescence.

Weiss, 1993; Rowland, 1990; Sallis, Buono, Roby, Micale & Nelson, 1991

- When physical education is no longer required, many children diminish their participation activity. The number of students opting to take physical education classes also has less particular interest focused on the increasing trend of girls' non-participation in physical activity. DeMarco & Stoney, 1989
- During adolescence, time spent by both girls and boys in physical activity declines, and the decline continues into adulthood. Because of this downward trend, even those adolescents currently meeting the physical activity guidelines are at risk for becoming sedentary adults. Sallis & Patrick, 1994
- Several studies from Europe suggest that habitual activity levels decline dramatically from age six to 16. Freeseon & Rowland, 1992

FACT 6

It is important to educate, encourage and motivate children to participate in regular physical activity because the habits they establish in childhood carry over to adulthood.

Evidence

- One of the rationales for promoting physical activity in youth is to enhance their future health by increasing the probability that they will remain active as adults. It is believed that adolescents who develop a habit of participating in activities that can be carried over into adulthood will be more likely to remain active. Sallis & Patrick, 1994
- Regular physical activity must be encouraged for the younger population so that they will develop the habit of regular physical activity and carry it into their adult years. Freeseon, 1992
- Activity and fitness levels in childhood tend to continue into adulthood, when sedentary habits have their impact. Blain, 1992; Freeseon & Rowland, 1992
- It is generally accepted, but not presently proven, that participation patterns, quality of physical activity, and perception of physical activity formed during childhood will determine whether a habit of daily activity will persist into adulthood. Weiss & Petraitis, 1989

FACT 7

Participation in regular physical activity has a positive impact on behaviour and healthy lifestyles in youth.

Evidence

- Physical activity participation throughout the school years has a strong positive association with good outcomes and a negative association with delinquent and criminal behaviour. Marsh, 1990
- Children and youth who are physically active report lower levels of smoking and alcohol consumption than their less active counterparts. Campbell, 1988
- Among young people, high levels of fitness are associated with a decline in smoking and drinking behaviour, healthier eating habits and with increased self-esteem. Guzman, 1992
- Programs involving physical activity for youth can deter costly, negative social behaviour. In a pilot project in remote northern Manitoba communities, there was a 17% reduction in crime in communities participating in the program as opposed to a more than 10% increase in communities without the program. Winther & Currie, 1987

- Recreation, including physical activity, can be a way out of the monotonous and often-destructive life of non-work and non-school that is the situation facing so many Aboriginal youth. It can be an effective context in which to develop physical, social and emotional skills and confidence. Both Aboriginal leaders and members of the professional community of educators and criminologists have expressed the belief that the lack of recreational activity in most Aboriginal communities is linked to complaints of boredom, episodes of drug and alcohol experimentation and other forms of self-destructive behaviour.

Government of Canada, 1994

FACT 6

Physical education is not being perceived in the school system as an essential and unique part of a child's learning, which it truly represents. Many authors support the need for quality, daily physical education in the school curriculum.

Evidence

- Only 766 out of more than 15,000 Canadian schools have physical education programs formally recognized by CANPERD and Fitness Canada as QDPE programs.

CANPERD a, 1995

- Evidence clearly indicates the link between body and mind in learning and development, yet educators are slow to respond to this research evidence and continue to shy away from a curriculum that emphasizes a balance in subject areas.

Fisnarne & Harper-Tarr, 1992; Fisnarne & Maslam, 1992

- Physical and health education can be considered a powerful immunizing agent against heart disease and other lifestyle related diseases. The lack of daily physical education in the school curriculum is similar to public health authorities withholding or sporadically applying an immunizing agent that could act against a variety of degenerative diseases. In the latter case, public outrage would be widespread and justifiable. So should it be for the former case.

Pike, 1992

- The large number of children who can be reached through the schools and the importance of the development of early patterns for diet and exercise make a compelling case for schools as a major focal point for reaching the national objectives for health promotion and disease prevention.

Simons-McKenzie, 1991; McGinnis, Kanner & DeGraw, 1991

- School physical education programs provide the only major setting in which virtually all children can be taught the health-related physical activities necessary for lifetime physical fitness, as well as the skills necessary to enjoy sport-related physical activities into adulthood.

Sallis & McKenzie, 1991; McGinnis, Kanner & DeGraw, 1991

- Because school physical education is the logical setting for promoting sport-related and health-related physical activities, it remains imperative that curriculum developers, department heads and physical education teachers address the issues of children and youth fitness as they plan, develop and implement curricula.

Quinn & Stand, 1993

- All adolescents should be physically active daily, or nearly every day, as part of play, games, sports, work, transportation, recreation, physical education, or planned exercise, in the context of family, school and community activities.

Sallis & Patrick, 1994

FACT 9

11-18

There has been a significant decline of qualified physical education specialists and consultants nation-wide.

Evidence

- Between 1982 and 1994, physical education consultant positions in British Columbia were reduced from 33 to 12.
CAMPERD 4, 1994
- Consultant positions are often renewed for only a one to two year term rather than being permanent positions. This results in a lack of continuity.
CAMPERD 4, 1994
- Less than half of all physical education teachers have a degree in physical education or the equivalent.
Cross-Canada Survey on Mainstreaming Students with Physical Disabilities, 1986
- Nineteen percent of physical education teachers have taken no physical education courses whatsoever.
Cross-Canada Survey on Mainstreaming Students with Physical Disabilities, 1986

FACT 10

Considerable inconsistencies and inequities exist in physical education programs across the country: GDPE programs could help eliminate these unfortunate situations.

Evidence

- Girls prefer fitness and aerobic activities and skill training, but these activities usually are not available to them on a year-round basis; schools often lack adequate athletic facilities for both genders, with girls receiving less than equal treatment in allocation of facilities; more sport programs are available in schools for boys than girls; boys' activities generally receive more funding than girls' activities; and a lack of coaches exist for intramural sports, as well as an insufficient number of female coaches and role models.
Demarco & Stanley, 1989
- The time recommended for physical education by provincial ministries of education varies greatly throughout the country:
 - No fixed time requirements in Nova Scotia;
 - 150 minutes per week in Saskatchewan and Manitoba;
 - 10% of curriculum time in British Columbia;
 - Various school boards only offer a single physical education class each week!
- The evaluation process for physical education discourages many students from including this subject in their timetables; it's easier to achieve a 90% average in high school math than a 70% in physical education.
CAMPERD 5, 1994
- More than 20% of mainstreamed students with physical disabilities are attending academic classes or other activities in place of physical education.
CAMPERD 5, 1994
- Cross-Canada Survey on Mainstreaming Students with Physical Disabilities, 1986
- The GDPE concept stresses daily physical education for ALL Canadian youth
- GDPE promotes a minimum time allotment of 150 minutes per week throughout all provinces.
CAMPERD 1, 1994
- GDPE programs promote equal opportunities for learning and participation.
CAMPERD 5, 1994
- CAMPERD 1, 1994

FACT 11

A - Increase of youth participation in physical activity will provide significant reductions in health care costs by decreasing their future risk related to a variety of diseases.

Evidence

- ▶ Young women who increase their level of physical activity and calcium intake by a modest amount can reduce the risk of osteoporosis at age 70 by almost one third. The resulting reduction in hip fractures due to osteoporosis through increased physical activity and calcium supplementation could result in substantial savings.
Osteoporosis Society of Canada, 1992
- ▶ Physical activity can reduce the risk of developing colon cancer by 50%.
Lee, Paffenbarger & Heich, 1991
- ▶ Primarily because of the prevalence of inactive lifestyles, it appears more lives could be saved by changing physical activity habits of the population than by changing any other major cardiovascular disease risk factor.
Sallis & McKenzie, 1991
- ▶ Physical activity performed regularly can reduce the relative risk of non-insulin dependent diabetes by 50%.
Manson, J.E., Nathan & Krolewski, 1992
- ▶ Regular physical activity, when properly undertaken, can be effective in preventing and limiting the disabling effects of heart disease and stroke.
Kuntzeleman, Reiff, 1992; Heart and Stroke Foundation of Canada, 1993

#12

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution
by the Director.

Signature: _____

Date: _____

W. Joudrie

Oct 27/00

To: Merv Matier, Director of Education
From: Wayne Joudrie, Superintendent of Education
Date: November, 2000
Subject: **LEARNING OPPORTUNITIES PLAN
PROPOSAL APPROVALS 2000-2001 REPORT**

Recommended Action:

Moved by _____, that the Learning Opportunities Plan Proposal Approvals 2000-2001 be received for information

Rationale:

Learning Opportunities Plan Request for Proposals were distributed on September 4, 2000. Secondary schools were notified of additional funds that would be dedicated toward schools as determined by the Learning Opportunities Plan Allocation Committee.

Elementary schools were invited to submit proposals that would enhance JK-3 Literacy. An informational meeting was held on September 11th to clarify any questions that principals had regarding the submission of proposals. Proposals were due prior to September 21st.

On September 28th, the Learning Opportunities Plan Allocation Committee was convened. Its membership included:

- Wayne Joudrie, Superintendent of Education (Chair)
- Chuck Reid, Superintendent of Education
- Lindy Millen, Principal, Elementary
- Bob Pratt, Vice-Principal, Secondary
- Kathy Short, Psychology Dept.
- Judith Bishop, Trustee
- Scott McNee, Teacher, Elementary
- MaryAnn Jazvac, Teacher, Secondary
- Len Saltmarsh, Community Rep
- Leanne Draksler, Community Rep
- Ann Dunham, School Council Rep

The L.O.P. Allocation Committee initially determined to distribute the remaining secondary funds using a bursary format. A central committee will be formed to determine criteria and allocate the funds based upon application of the criteria.

The L.O.P. Allocation Committee determined to evaluate the Elementary Proposals based upon the published criteria. This included consideration for the 5 elements identified as components of a "quality submission" as well as the nine (9) mandatory elements as outlined in the request for proposals (see attached Administrative Memo). Using these criteria, the L.O.P. Allocation Committee reviewed all requests. Requests were categorized into 3 sections—Yes, No, Maybe. We initially approved all "Yes" submissions. We then reviewed all "Maybe" proposals and after some clarification, these were either approved, modified or denied. At the end of the day, 33 proposals were approved in some form. An additional six proposals were denied.

The approval of the initial 33 proposals resulted in a surplus of 1.3 teachers, 2.5 Educational Assistants and approximately \$50 000. The schools who were initially denied were contacted with an offer to reapply based upon feedback from the committee.

Chuck Reid and Wayne Joudrie reviewed the supplemental requests and modified, approved or denied based upon the earlier criteria. (Attached to this report are the original and supplemental approvals.)

There are a number of "next steps" in the application of the Learning Opportunities Plan. They include:

1. Formation of the Secondary Bursary Committee.
2. Follow up meeting for the Learning Opportunities Plan Allocation Committee to evaluate the allocation process.
3. Follow up evaluation of the 38 proposals by the Special Assignment Teacher, Comp.Ed. and the L.O.P. Allocation Committee.

Administrative Memo

TO: Elementary & Secondary Administrators
FROM: Executive Council
RE: **COMPENSATORY EDUCATION (Learning Opportunities Plan)**

The Learning Opportunity Grant approved for the Hamilton-Wentworth District School Board has two components:

Demographic—Funds designed to offset the needs of students who live in poverty.

Early Literacy—Funds designed to support improving literacy for student grades JK-3.

ALL SCHOOLS:

As outlined in an earlier memo (June 22, 2000) the funds dedicated to address Demographic needs come in two forms:

- All High Needs Schools received 5% additional teaching staff
- All High & Moderate Needs Schools receive \$10/student additional funding.

SECONDARY SCHOOLS:

The remainder of the funding allocated to Secondary Schools (approximately \$55 000) will be allocated by the Learning Opportunities Plan Committee. The committee will be formed in September, 2000. Additional details will be provided once the committee convenes.

ELEMENTARY SCHOOLS

The remainder of the funding for Elementary Schools will be allocated by the Learning Opportunities Plan Committee. A rough estimate of the resources available is:

- Funds\$230 000
- E.A. Staff 16.5 F.T.E.
- Teaching Staff 23.0 F.T.E.

These resources will be allocated to schools based upon an application process that will be designed to address the JK-3 Literacy improvement.

Attached to this memo is a copy of the format for the Learning Opportunities Plan Proposal. ANY SCHOOL may apply for a portion of these resources.

The Committee will be looking for quality submissions. A quality submission:

- provides a well-specified plan with realistic objectives and measurable outcomes
- gives a solid rationale that draws on evidence showing the proposed program components to be effective in improving early literacy

...continued on pg.2



- identifies how the plan fits with the school composition, ensuring equal access among students (sensitivity to language, cultural, gender differences, etc.)
- serves as the initial operational blueprint for the project once funding is received
- serves as a benchmark against which to measure progress towards achievement of specified objectives.

The Proposals SHALL:

- Specifically address JK-3 students who demonstrate the greatest need in literacy.
- Be consistent with expectations of the Ontario Curriculum.
- Include an assessment component based upon the expectations of the Ontario Curriculum.
- Be consistent with the H.W.D.S.B. Literacy Guidelines
- Involve partnership(s) with the community and/or School Council.
- Include a staff training component.
- Identify a contact person (leader) within the school staff.
- Include a commitment to report the results of the program for potential replication and research.

The Proposals MAY:

- Include partnership with Instructional Services (Communication, Social Work, Special Education, curriculum or Information Technology.)
- Involve joint projects including two or more schools (twins, clusters, etc.)
- Include the integration of the proposal to the current Primary Literacy program on site.

Timelines:

September 5 th	Proposal Process distributed
September 11 th	4 p.m. at Sanford Ave. Resource Centre --Information Meeting for Principals who are interested in submitting proposals
September 21 st	DEADLINE for Submissions
September 28 th	Notification of Results of Submissions
October 2 nd	Allocation of Staff and Students

*Please Note: The Funding Model only allows for 1 year commitments.

**Direct all submissions to Wayne Joudrie, Superintendent of Education
by September 21, 2000.**

12-4

Learning Opportunities Plan Proposals

Summary of Submissions Approved

School	Teachers FTE	Funds (\$)	E.A.'s FTE	Program/ **Conditions
Adelaide Hoodless		2 000		All Star
Bellmoore-Parkwood	1.0	4 800		Language Program
Beverley Ctl/ Lynden U	.5	4 350	.5	First Steps **see Ken Sanford (Curr.)
Billy Green	1.0			
Buchanan Park	1.0	7 550		Open Court + First Steps
C.B. Stirling	1.0	10 000		All Star
Centennial	1.0	15 000	.5	
Collegiate Ave.		5 000	1.0	Open Court
Communication Svcs	1.0 (ACRT)		1.0 (CDA)	**see Psych Service Assmt
Dr. Davey	1.0		1.0	Jolly Phonics/Open Court/ First Steps
Fernwood Park	0.5	10 000	.5	All Star/First Steps
Gibson	1.0	20 000	0.5	Open Court/Writing to Read **see Psych Service Assmt.
Hess St.	0.5	20 000	1.0	Sp&L Support/Computer enhancement
Hillcrest	1.0	5 000		Media
Lake Ave.		5 000		Home Reading Program
Lloyd George			.5	Writing to Read
Maple Lane	0.5	1 596		Companion Reading Prog.
Memorial (County)	1.0	8 500		Jolly Phonics/First Steps/ Big Books
Mount Hope			1.0	All Star/First Steps
Mountain View	1.0	8 500		First Steps
Prince of Wales	1.0	5 941	1.0	Language Lab
Queen Mary	1.0	20 000	1.0	Comprehensive Lang. Prog
Robert Land	1.0		0.5	Oral Language Dev.
Roxborough Park	1.0		1.0	All Star
Seneca		1 500		Open Court
Sir Isaac Brock		2 500		Open Court
Stinson	1.0	7 000		Open Court/Jolly Phonics/ Language Lab
Strathcona		6 000	1.0	First Steps
Tapleypoint/Gr. Acres	1.2	8 000		Reading Recovery
Tweedsmuir	1.0	11 300	1.0	
Tweedsmuir (Apollo)			1.0	
W.H. Ballard	1.5	1 200	1.0	First Steps
Mary Hopkins		4 000		extend All Star **see Psych Dept Assmt
TOTALS	21.7	194 737	14.0	

12-5

Learning Opportunities Plan Proposals

Summary of Supplemental Approvals

School	Teachers FTE	Funds (\$)	E.A.'s FTE	Program/ **Conditions
Dr. Davey		8 694		Jolly Phonics/First Steps/ Open Court
Hillsdale	0.5	10 000	0.5	Oral Literacy, Dev. Reading Prog.
Memorial (City)		150	1.0	All Star Reading Program
Millgrove		2 000		Pr. Languge Program Lang Materials
Richard Beasley		7 800	1.0	Pr. Sp. & Lang Program
W.H.Ballard	0.3	8 000		First Steps
Westwood	0.5			Sp. & Lang Prog/Open Court
Supplemental Total	1.3	36 644	2.5	
Original Total	21.7	194 737	14.0	
FINAL TOTALS	23.0	231 381	16.5	
Bennetto		5 000		**Pending resubmission of Proposals
E.Bagshaw		4 000		
	23.0	\$240 381	16.5	

#13

MEMORANDUM

Approved for distribution
by the Director.

Signature: _____

Date: _____

M. Matier
Oct 27 / 00

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Date: August 23, 2000
Re: *Ontario Curriculum Year-end Report 1999-2000: Monitoring Component*

Recommended Action

Moved by _____ that the following monitoring component of the Ontario Curriculum be received for information:

1. 2000-2001 The Ontario Curriculum Team will be reporting on the Physical Education survey and conducting a review of implementation in the area of Mathematics, particularly related to the Hamilton-Wentworth Peel Numeracy project which has entered the final phase of the development stage.
2. 2001-2002 A review of implementation Science and Technology and a report on the state of Music in our elementary schools as a follow-up to the survey and Board recommendations of last year will be undertaken.
3. 2002-2003 A review of Language implementation, with particular focus on early literacy initiatives, will take place.

Rationale

The above review cycle was contained in the Ontario Curriculum Implementation Report that went to Education Committee in September. It is now here before the committee as a separate item to assure the Board that a cyclical review of curriculum implementation at the elementary level will occur. Annually, as the year-end report is brought forward, the three-year cycle will be updated.

#14

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education
From: Krys Croxall, Superintendent of Education
Joanne Languay, Ontario Curriculum Consultant, EQAO Contact
Re: 2000 EQAO Results
Date: October 27, 2000

The Education Quality and Accountability Office will be releasing the provincial results of the Grade 3 and Grade 6 E.Q.A.O. testing on November 2, 2000 at 12:00 noon. A brief summary of those results in comparison to our Board scores will be provided as a lay-down item at the Education Committee meeting on November 2.

The EQAO requires that Boards release their school results by December 1, 2000. Our schools will present their results and initial response in context, and in order to have the time to do this in an appropriate manner in conjunction with their staffs and School Council, schools are not expected to provide their information until later in November. Given the schedule of trustee meetings, the information cannot be provided officially to the Education Committee (meeting December 7) until after the EQAO deadline for public release. Last year we did receive a one-day extension for the release of our results that enabled us to present the information to the Education Committee on December 2, 1999 before releasing the information to the media, but that option is not open to us this year.

Accordingly, the Board will receive the information unofficially at the planned caucus meeting of the new Board on November 23 and it will be released to the media following that. A full discussion of the information and an initial Board response is planned for the December 7 Education meeting.

Grade 3 and 6 EQAO Overall Results
HWDSB and Provincial 1998 - 2000

	1998	1999	2000
Grade 3 Reading			
HWDSB	45%	43%	46%
	49%	46%	51%
Provincial	45%	44%	49%
		48%	

Grade 3 Writing			
HWDSB	48%	51%	51%
	51%	54%	55%
Provincial	49%	51%	52%
		56%	

Grade 3 Mathematics			
HWDSB	41%	54%	53%
	43%	57%	57%
Provincial	43%	56%	57%
		60%	

Grade 6 Reading			
HWDSB		42%	41%
		44%	44%
Provincial		48%	50%
		50%	

Grade 6 Writing			
HWDSB		42%	40%
		45%	43%
Provincial		48%	48%
		50%	

Grade 6 Mathematics			
HWDSB		35%	40%
		37%	43%
Provincial		46%	51%
		48%	

*top number is Method 1 (all students)

bottom number is Method 2 (participating students only)

#15

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

MEMORANDUM

Approved for distribution
by the Director.

Signature:

Date:

M. Matier

Oct 27/00

TO: Merv Matier, Director of Education
FROM: Krys Croxall, Superintendent of Education
Central Review Committee
DATE: October 13, 2000
RE: **Selection of Learning Resources Policy: Challenge from the Delta School Council regarding *Hunter's Guide***

On October 11, 2000, the Central Review Committee met to deal with a challenge to a learning resource entitled *Hunter's Guide* which had been filed by the Delta School Council (copy attached). *Hunter's Guide* is a publication of the Ministry of Natural Resources and the Ontario Federation of Hunters and Anglers. It was distributed free to every secondary school last year for the school library.

Under the Selection of Learning Resources Policy 3.03, Section 3.4.6, the Central Review Committee must reach a majority decision based on the selection criteria and the information presented to:

- retain the existing resource and continue its use in the schools of the Hamilton-Wentworth District School Board, or
- restrict the learning resource in use in some defined, limited way within the schools of the Hamilton-Wentworth District School Board, or
- remove the learning resource from use entirely within the schools of the Hamilton Wentworth-District School Board.

After considerable discussion, **the Central Review Committee determined that the Board should retain the existing resource as a library reference material in secondary schools only, subject to individual school decisions regarding the acceptability of the resource for local community standards.** School administrators and their teacher-librarians should be requested to carefully consider, in consultation with their School Councils, how and when to make this resource available to students with specific curriculum-based learning needs and interests.

A full outline of the rationale for the decision is contained in the minutes of the discussion that took place at the Central Review Committee meeting. The minutes are attached for your perusal.

15-1

0-0-000

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

- System Level -

School Name: Delta Secondary

This form has been developed to
provide space for comments.

Add extra pages, if necessary.

This form with relevant attachments
will be sent to:

Director of Education
Hamilton-Wentworth District School Board
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

Title of Work: Hunter's Guide

Author: _____

Publisher: Ontario Federation of Anglers & Hunters
Ministry of Natural ResourcesDate of Publication: provided to the school in 2000Format of resource (book, video, film, magazine, etc.): Book - soft coverRequest submitted by: Delta School Council - Jane French, Chair
1284 Main St. E.City/Town: Hamilton Postal Code: L8K 1B2Telephone Number: 547-9874 or 522-0602The applicant represents: ☐ self ☒ organization or groupName of organization or group: Delta School Council

Do you have a child in a Hamilton-Wentworth District School Board School?

☒ Yes☐ NoIf YES, name of school: Delta Secondary

Reconsideration of Learning Resources - System Level

Please address the following topics as fully as possible in order that this matter be thoroughly reviewed.

1. Please provide details (date, location, board personnel) of your previous in-school conference concerning this resource.

During the March School Council meeting the school was discussed. For the April S.C. meeting it was decided to expand to a system wide reassessment. At our May meeting the details were finalized.

2. Please describe the explanation that you have been given for the use of this resource

The book was sent to the school library by the MNR as a resource. A school book. Brenda, the school librarian found the wildlife section positive but questioned the firearm instruction section.

3. Please describe the outcome of your conference with the school administrator about your concern.

Due to School Council's concerns the principal totally restricted use of the book and S.C. decided to proceed with a system wide withdrawal.

What do you think would be a satisfactory resolution at the system level?

The firearm section pages 151-208 should be removed - system wide.

4. Do you have any other comments you wish to make?

Although the wildlife section could be useful as a resource for the Biome Unit we do not feel that the instruction of firearm use should be promoted on our school board. As it is illegal to hunt with handguns that entire section is out of place in a 'Hunter's Guide'. No where in the Ministry Curriculum does there appear a unit on firearms and therefore the use of this book as a resource document is unnecessary.

Challenger's Name: Delta School Council

Jane French, Chair

Challenger's Address:

93 Wexford Ave S

Hamilton ON

L8K 2N7

Challenger's Phone number:

547-9874 or 522-0602

Challenger's Signature:

Jane French *

* note the original submission had been

CENTRAL REVIEW COMMITTEE **MINUTES OF OCTOBER 11, 2000**

In attendance:

Krys Croxall, Director's designate - Chair
 Diane Rawsthorn, Elementary Administrator - Earl Kitchener
 Ray Varey, Secondary Administrator - Parkside
 Patrick Elliott, Secondary Teacher - Orchard Park
 Mary Ann Jazvac, Secondary Teacher alternate - Parkview
 Kathy McFarland, School Council/Parent representative
 Cobi Gilmour Banton, Parent representative
 Eleanor Johnstone, Trustee
 Kelly Hayes, Elementary Teacher

Regrets:

ITEM	DISCUSSION/DECISION	RESPONSIBILITY
1. Welcome and Introductions	Members of the committee introduced themselves. It was noted that Trustee Johnstone and Kelly Hayes had sent regrets.	
2. Review of Agenda	No changes were suggested.	
3. Purpose of the Central Review Committee/ Review of the Policy	Krys Croxall reviewed the Selection of Learning Materials policy, in particular the criteria which were outlined (emphasis on 1.1 and 1.6) on which learning materials were selected and evaluated. In general, resources were evaluated on the basis of relevance/support provided to the mandated curriculum, appropriateness to the school community and consistency with Ministry standards. Materials from the Ontario Curriculum Learning House which demonstrated the standards of the Ministry for all new curricula, texts and other resources were distributed ("Guidelines for Evaluating Learning Resources", "The Bias Assessor")	
4. Challenge from Delta School Council	<p>➤ Discussion regarding the challenge to <i>Hunter's Guide</i>, a publication of the Ministry of Natural Resources and the Ontario Federation of Anglers and Hunters, which had been sent to every secondary school free last spring for inclusion in the school library. The Delta School Council had successfully challenged the resource at Delta where it had been removed from the school library; however, the School Council wished to have the Firearms section of the publication (pages 157-208) removed from use across the entire Board. The Delta School Council had been invited to attend to present but had responded through the principal, John Sims, that they felt their material was self-explanatory.</p> <p>➤ Ray Varey believed that under the terms of 3.3.6 of the policy, the challenge had been resolved at the local level and therefore did not need to come to this committee. Krys Croxall explained that the Delta School Council was happy with the response at the school level but did not feel the material was appropriate for any school in the Hamilton-Wentworth District Board. Accordingly this committee must make a ruling.</p> <p>➤ Discussion took place on the fact that each school community is unique. Although for</p>	

ITEM

DISCUSSION/DECISION

RESPONSIBILITY

- the most part this is an urban board, there are rural areas where hunting is acceptable. There are also members of the urban community who hunt recreationally. We should respect the diversity of interests that exist in our board and our province where hunting is for some a livelihood. Our students are mobile too and they may have lived in a rural area before or may move to a rural area at some point in their lives.
- Discussion revolved around the fact that the information that is objectionable to the challengers is readily available on the Internet. Ray Varey distributed some information that he had pulled off the Internet with regards to guns and ammunition. There is also information on guns in other references found in the school library (e.g. encyclopaedias and other reference books). Even though the challenge referred specifically to the firearms section, the same concerns could be leveled at the section on bows and arrows - dangerous weapons made explicit with illustrations and directions - yet the Delta School Council had not referred to this section in their information to us.
- Discussion continued with information as to how some schools are handling the resource now. At Parkside and Parkview the resource is kept by the teacher-librarian, available should the need arise, but not on a shelf for open circulation. However, students have not used the resource as yet at those schools. At Orchard Park the resource is available in the library. At Ancaster High the resource is available but the pages on firearms have been glued together. Earlier in the year secondary school administrators discussed the resource at a meeting and it was left to the judgment of individual schools as how to use or not use this resource.
- It was noted that eliminating a section of the book and still having it available to students might attract interest (eliminating it gives it a certain mystique and students might actually search it out). If we take the chapter out of context, it may appear to be problematic - i.e. not connected to the curriculum. Committee members could understand how some people would be concerned about such a chapter given the issue of high school shootings recently in the news. Should a school board be seen as having materials available on weapons? However, the fact that a resource is in a library does not mean that the resource promotes violent actions. In fact, this resource emphasizes responsible, ethical and safe use of firearms in an appropriate manner (e.g. hunting). Discussion revolved around teaching about topics such as sex education and drug abuse which could be seen in the same light taken to an extreme.
- The book could be used as a support to certain segments of the curriculum - e.g. Grade 10 Science (balances within ecosystems, the impact of man on ecosystems) or in English with a study of survival themes in literature. It might be useful to students working on individual projects related to such studies.
- Discussion ensued regarding the fact that this book was sent free to school libraries by a government agency. It was noted that libraries often get "free" publications but that all publications, whether from public or private donations, are examined for potential use and suitability to the student population at the school.

- In preparation for this meeting, Krys Croxall had spoken to the Outdoor Education Consultant. This resource is the guideline used for people getting their hunting firearms license (costs about \$40). A person can get a firearm license at the age of 12. While noting the value of some of the material in the document, the consultant expressed some strong personal reservations regarding the firearms section (too easy access for students); however, she noted that her own high school aged son had his license (based upon his own rather than family interest) and owned guns. Also she indicated that the same group who were providing this resource had in the past made presentations at various schools on environmental issues (Flamborough area last year).
- The committee could not recommend total withdrawal of the resource across the system for the following reasons:
 1. hunting is an acceptable recreational/ economic activity to some groups within our local community and certainly in our province;
 2. withdrawal of the resource could be interpreted as bias in favour of anti-gun values ;
 3. the resource while being specific regarding weapons does not promote violent and irresponsible behaviour - in fact, just the opposite, with an emphasis on safety, legal and ethical considerations;
 4. the resource did provide information that could be used to support the study of some curriculum expectations.
- The committee had difficulty coming to a resolution regarding continued as opposed to restricted use. In the end, a compromise was reached that while continuing use did suggest parameters for restriction. It was agreed that the committee would recommend that the resource would continue to be available as a reference book (as opposed to a text or teaching tool) in secondary schools of the board subject to individual school decisions regarding the acceptability of the resource to community standards (e.g. Delta - complete withdrawal, Ancaster High - excision). It was suggested that the decision of the committee be made known to all the schools and that, considering the potentially sensitive material on firearms and other potential weapons, that it be recommended that administrators and teacher librarians consider very carefully how and when to make this resource available to students with specific learning needs in their school.

Krys Croxall indicated that she would prepare the memorandum regarding the decision that had to be sent to the Director and the challengers within five days (school days). She would send it out to the committee members and ask for their immediate feedback since there was a time limit to consider.

Krys Croxall to prepare/send out the memo. Committee members to provide immediate feedback. Krys to forward revised memo to the Director for the Board.

4-5

The Hamilton-Wentworth District School Board

Approved for distribution
by the Director

M e m o

Signature: _____

M. Matier

Date: _____

Nov 2 / 00

To: Merv Matier, Director of Education and Secretary

From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources

Date: November 1, 2000

Re: **Staffing Report – Full-Time Equivalent Positions**

Recommended Action:

Moved by: _____

That the October, 2000 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of October, 2000.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS

2000 ACTUALS													2000/2001 BUDGET
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	
Teachers - Elementary	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,011.30	2,073.70			2,075.00
Teachers - Secondary	1,206.75	1,216.26	1,216.26	1,216.26	1,217.26	1,217.26	1,217.26	1,217.26	1,243.34	1,243.34			1,247.00
Teacher Assistants	375.00	376.50	380.50	380.00	380.00	380.00	380.00	380.00	392.00	420.00			421.50
Professionals & Paraprofessionals	117.80	117.80	117.80	117.80	117.80	117.80	118.80	118.80	116.80	116.80			117.30
School Administration	409.93	409.93	409.93	409.93	409.93	409.93	409.93	409.93	411.93	411.93			410.93
Consultants & Special Assign. Tchrs.	29.60	29.60	29.60	29.60	29.60	29.60	29.60	29.60	33.00	34.00			34.00
Board Administration & Governance	151.00	151.00	151.00	151.00	151.00	151.00	151.00	152.00	152.00	152.00			152.00
School Operations	471.75	471.75	471.75	471.75	475.75	475.75	475.75	475.75	481.75	481.75			480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87			4.87
Transportation	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25			1.25
Total Full Time Equiv. Positions	4,803.55	4,814.56	4,818.56	4,818.06	4,823.06	4,823.06	4,824.06	4,825.06	4,848.24	4,939.64			4,944.73
Staff on Loan (recoverable)	21.67	22.33	22.83	22.83	22.83	22.83	22.83	22.83	16.38	17.38			

Prepared by Human Resources - November 1, 2000



17

Hamilton Region Conservation Authority

October 6, 2000

Ancaster Senior Public School Council
295 Nakoma Road
Ancaster, ON L9G 1T2

**Referred to the Education Committee at
October 19, 2000 Board.**

Attention: Ralph Ferguson, Co-chair

Dear Mr. Ferguson:

The Hamilton Region Conservation Authority wishes to express its concern with the attached information note to parents regarding Ancaster Senior Public School's cross-country meet on September 21. The note (copy enclosed) also resulted in a letter to the editor that appeared in the Hamilton Spectator on September 26. We find the information provided to parents in error, unprofessional and, frankly, unfair to the Conservation Authority.

We have been advised that 300 children were involved in the event which would have resulted in a cost of \$390.00 or \$1.30 per participant rather than the "over \$650.00" price given to parents or the \$700.00 in the Spectator article. For your information, the charge of \$1.30 per participant is a special reduced rate for school events established by our board for use of the Dundas Valley Conservation Area. This rate includes the attendance of teachers and parents at no additional cost.

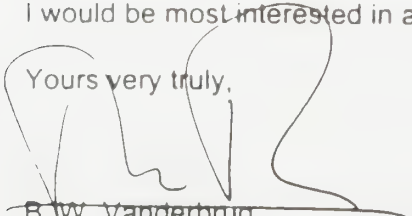
You should also be aware that the Conservation Authority pays realty taxes on its lands that include those for education. We, therefore, subsidize the schools in our region and cannot provide free use of our conservation areas in addition.

The Dundas Valley Conservation Area currently operates at an annual loss of about \$150,000. Costs include such items as maintenance of the trails, staff supervision, visitor service programs, realty taxes and insurance. Is it not fair to assume that **all** users of the Dundas Valley pay their share of costs? Schools certainly follow this principle by charging for the use of their facilities.

Ancaster Senior Public School may wish to seek a local sponsor for its cross-country meet if it feels that the \$1.30 charge is too onerous for its students and their parents rather than expecting the Conservation Authority to subsidize their event.

I would be most interested in a reply to our expressed concerns.

Yours very truly,


B.W. Vanderbrug
General Manager

BWV/mw
Encl.

Copy to: Richard Hirst, Principal, Ancaster Senior Public School
Reg Woodworth, Chairman, Hamilton-Wentworth District School Board
Merv Matier, Director of Education, Hamilton-Wentworth District School Board



P.O. Box 7099, 838 Mineral Springs Road, Ancaster, Ontario L9G 3L3 · (905) 525-2181 or 648-4427
Office Fax 648-4622 · Shop Fax 525-2214 · E-mail: nature@hamrca.on.ca · Website: www.hamrca.on.ca





17-1

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

"Home of the Scorpions"

ANCASTER SENIOR PUBLIC SCHOOL



295 Nakoma Road
ANCASTER, Ontario
L9G 1T2
SAFE ARRIVAL 648-4439
FAX 648-4450

Sept 21, 2000

Dear Parents

Our annual cross country meet on September 26th (raindate Sept. 28th) has had some changes made to it. Normally, the Dundas Conservation Authority has charged us a nominal fee of \$50.00 to use a small portion of their property that borders Spring Valley. This year they have increased the fee to over \$650.00. We have decided that this is not an acceptable situation and will instead, hold a modified meet here at the school. The race times will be as follows

Jr. Girls - 9:40 Jr. Boys - 9:55 Sr. Girls - 10:10 Sr. Boys - 10:25

All parents are invited to come out and watch this event and we will still require parental assistance for those who are interested. Please call the school and leave a message for Mr. Boyan if you are able to help.

Thank You

Physical Education Staff

17-2

Spectator - Tues, Sept. 26/00

User pay

School charged to use trails

It has come to my attention that our children must suffer again because of funding cuts.

Hamilton Region Conservation Authority has decided that Ancaster Senior Public School should pay close to \$700 in order to use the trails behind Lions Pool in Ancaster for two hours for its cross-country meet.

In the past, the school has given the authority \$50 to \$100 as a token payment in case anything was left behind, like garbage, for instance.

I was at this meet last year. The kids arrive about 9 a.m.

As a group they all walk the route of the course under parent and teacher supervision. They then line up in groups of junior girls, junior boys, senior girls, senior boys. As one group finishes another is sent out. Last year the Senior Boys finished around 11 a.m. and all the students walked back to their school. The meet took about two hours. No lunches were eaten. No damage was done.

The Hamilton Region Conservation Authority has said due to funding cuts they are now charging per user. Are they going to erect booths at the head of all the trails and staff them?

It isn't right to charge this school \$350 an hour to run on public trails.

— Marion McNeill, Ancaster.

19 Report on the Education Committee

December 1999 to November 2000

To : The Education Committee
From: Judith Bishop, Chair.

Our by laws require that the chair of the Education Committee submit a report at the end of each year about the work of the Education Committee.

There has been some substantial work completed on the Committee this year. The attached appendix shows the reports that have been approved by the Education Committee and then the Board. It will be noted that well-documented reviews have been completed of music and physical education and that some important new policies were approved this year, including the Accommodation of Staff, and Progressive Discipline.

Of particular note is the fact that a process has been set for the regular receiving of annual reports regarding curriculum matters. A pattern of annual reports from support services has also been established. In addition the Education Committee approves an annual report from Adult Education, SALEP, the Special Education Plan update, and on Environmental matters. These form the beginnings of an orderly monitoring of the Board's instructional and support services. In addition, next year the review of Alternative Education and the Compensatory School Pilot will be again be on the Education Committee's agenda. The aim of the committee should be to have an annual agenda planner to members that would allow for meetings of relatively equal length.

Matters that require the attention of the Education Committee

1. **Reports from support services** - Psychology, speech and language, and social work report annually. Section 19 and Child Care need to be added to this list as well as Outdoor Education. The committee needs to establish its expectations for these reports. Are questions raised one year to be addressed in the following year's report? What measures are to be used for accountability to the Board? Special Education produced a Transition Report that raised many issues. There needs to be a follow up report to the Board with recommendations as to how these issues are or have been addressed.

2. **Adult Education:**

No transition report about the development of a new district policy for adult education has ever been received by the Education Committee. The committee knows neither how the two different approaches of the former county and city boards to Adult Education have been reconciled, nor the future expectations and plans for this service. A substantial report on Adult Education is long overdue. The committee must also monitor the spending of this area, as it has not yet been within budget.

The former city Board moved that the ABC corporation should make reports to the Board at least every 6 months, and bring their audited statements annually. For the first time the committee saw these statements this year. They revealed that expenditure on programs was greater than the amounts being received from grants to fund them, and the difference was derived from revenue from the sale of repaired computers. The salaries of the director and book-keeper are still being carried by the Board, so that in effect this corporation is still not self sufficient. The Education Committee must continue to monitor the Corporation.

3. **Recommendations from the LEIC.** There are still some new policies that were recommended in the LEIC report that have not yet come to the Board for approval. These include Race Relations, Safe Schools and English as-a-Second Language. Progress has been made in developing the new human resources policies for the Board. However, Performance Appraisal and the Appointment of Principals and Vice Principals are still outstanding, and a policy on hiring processes for all staff is also needed. Some of these policies have been delayed because of changes in government regulations. A report on the status of the recommendations should be presented to the new Education Committee of the new Board

respectfully submitted Judith Bishop.

Work of the Education Committee – 2000
December, 1999 through to November, 2000

DELEGATIONS - *The Education Committee received the following delegations:*

• Jason Project Committee (January, 2000)

Referred to administration.

Verbal Update from administration in June, 2000 – received for information.

• Global Student Media Program, UNESCO (February, 2000)

Referred to the administration.

Verbal Update from administration in May, 2000 – received for information.

• “Marriage – Foundation or Failure” (April, 2000)

Directed to the Minister of Education and a report to come back to this Board asking for input as to how the curriculum can be improved to reflect the state of healthy families.

Recommendation lost at Board.

• Calvary Pentecostal Tabernacle re The need to include Judeo-Christian Values in the New Sex Education Curriculum (May, 2000)

Received and filed.

POLICIES – *the following policies were recommended to the Board for approval:*

• Selection of Learning Resources Policy

• Anaphylaxis Policy with a further recommendation that the Board write to the Hamilton-Wentworth Elementary Teachers' Federation seeking clarification of the clause in the collective agreement around the administration of emergency medication.

• Accommodation of Personnel Policy

• Progressive Discipline Policy and Resource Manual with ongoing revisions authorized.

• DRAFT Compensatory Education (Learning Opportunities Plan) Policy approved for piloting for one year prior to formal approval.

REPORTS

Direction or Approval

- Release of Board and School 1999 EQAO Grade 3 and Grade 6 Assessment Results
(December, 1999)
Received for information.
- The 2000-2002 Hamilton-Wentworth District School Board EQAO Action Plan for Improvement (April, 2000)
Approved.
- Elementary Music Survey Report (December, 1999)
Received for information and recommended that high priority be given to the hiring of teachers with music qualifications for the elementary panel over the next two years and
that a status report on the teaching of music in elementary schools be presented to the Board by December 2002.
- Preliminary Report of the Vocational Education Committee (February, 2000)
Approved.
- Delivery of Vocational Education for September 2000-2001 (February, 2000)
Recommended that the Vocational Education for the 2000-2001 school year be delivered at Mountain and Parkview Secondary Schools and that the vocational programs currently being offered at Saltfleet and Highland Secondary Schools be closed as an interim measure, pending full implementation of the vision outlined in the report and the development of a broad-based community program.
- School Year Calendar (March, 2000)
Final versions approved in April, 2000 and recommended that the School Year Calendar for 2001-2002 School Year be developed by a Joint Committee of representatives from The Hamilton-Wentworth District School Board and The Hamilton-Wentworth Catholic District School Board.
- Guiding Principle – Special Education (March, 2000)
Approved, in principle, that the special learning needs of all students, wherever possible, be addressed within the home school.
- Principal Special Education Services (March, 2000)
The posting "Principal of Special Education Services" approved.

•Early Learning Advisory Committee Report (April, 2000)

Recommended:

-Junior Kindergarten Programming be provided in BalACLava, Mountain View, Central Park, Norwood Park, Guy Brown, Rousseau, Mary Hopkins, Tapleystown, Millgrove, Winona, Mount Albion and Yorkview

-Half-day program in schools where less than 20% of the school population is bused and 85% of the parents of kindergarten children agree to move to a half-day program, with the understanding that mid-day transportation for kindergarten students will not be provided by the Board.

-Norwood Park School to offer Junior Kindergarten starting September 2000 given the following conditions:

- (i) the program will be English language Junior Kindergarten and must have a minimum of twelve students;
- (ii) parents who register their children in the English Language JK program will do so with the intent to register their children in a French Immersion Senior Kindergarten program the following year;
- (iii) parents registering their children in the JK program will be made aware that English language Senior Kindergarten programming will NOT be available at Norwood Park;
- (iv) parents who register their children in the English language JK will be responsible for daily transportation as are parents in the French Immersion program.

-Both Blended and Non-Blended Kindergarten Programs.

-That the Early Learning Advisory Committee examine the following points related to Junior and Senior Kindergarten and report back to the Board by December 2000:

- (i) the implications of reducing the class size of Junior and Senior Kindergarten;
- (ii) the special support services provided to Kindergarten students;
- (iii) the links to the Early Identification Policy
- (iv) the standards related to:
 - parent communication
 - equipment and facilities
 - blended classrooms
 - noon period supervision
- (v) the procedures for ongoing program review and professional development.

Note: Direction re mid-day transportation was determined at Board (May 25, 2000)

•Secondary Alternative Education Review Committee Recommendations (April, 2000)

Alternative Education Programs to continue for September 2000 and evaluation of these programs to take place

and a report with clear and measurable outcomes and including parents' input to be brought back to the Board in March 2001.

REPORTS

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 - blended classrooms
 - noon period supervision
- (v) the procedures for ongoing program review and professional development.

Note: Direction re mid-day transportation was determined at Board (May 25, 2000)

•Secondary Alternative Education Review Committee Recommendations (April, 2000)

Alternative Education Programs to continue for September 2000 and evaluation of these programs to take place

and a report with clear and measurable outcomes and including parents' input to be brought back to the Board in March 2001.

•Apollo Report (May, 2000)

The Apollo Program to continue as a pilot for the 2000-2001 school year:

- i) expanded to sixteen (16) students and including four (4) potential referring schools from City East and City West clusters; and
- ii) a program review to be conducted through the 2000-2001 school year and a report be presented to the Board by March 2001.

•Instructional Services Teacher Support Staff 2000-2001 (May, 2000)

Report approved.

•Review of Hearing Impaired Special Classes (June, 2000)

Report referred to administration for review.

•Literacy Guidelines (2000) (June, 2000)

Approved for Junior Kindergarten to Grade 3.

•"Our Kids Can Vote" Proposal (September, 2000)

The schools of The Hamilton-Wentworth District School Board to participate, on a voluntary basis, in the proposed "Our Kids Can Vote" project during the 2000 Municipal Election.

•Board Referral: City of Toronto re Bill S-20 – The Tobacco Youth Protection Act (October, 2000)

Recommended that the Board endorse Bill S-20, The Tobacco Youth Protection Act.

REPORTS

Received for Information

- Adult-Based Continuing Education and Training Corporation (ABC etc..) - Annual Report (December, 1999)
Annual Report and accompanying statement of review by Taylor Leibow, Chartered Accountants, received for information.
Financial Statements (June, 2000)
The Audited Financial Statements as of March 31, 2000 of the Adult Based Continuing Education and Training Corporation (ABC etc...) received for information.
- Verbal Update – Alternative Program Advisory Committee on Vocational/Basic Level Education and Secondary School Reform (December, 1999)
- Info Tech Long Range Plan Update (1999) (January, 2000)
- Special Education Update: Challenges (February, 2000)
- Adult and Continuing Education 1998-99 Financial Year-End Report (February, 2000)
- Safe Schools Review – Update (March, 2000)
- Community Involvement Program [Information Guide] (April, 2000)
- Public Relations Report: 2000 and Beyond (May, 2000)
- School Websites Update (May, 2000)
- Preliminary 2000/2001 Education Assistants Budget Calculation (May, 2000)
- Learning Resource Teachers – Role Description and Allocation (June, 2000)
- Ontario Youth Apprenticeship Program (OYAP) Report (June, 2000)
- Elementary Administration Deployment/Allocation for 2000-2001 (June, 2000)
- Update on Intensive Supportive Amount (I.S.A.) Funding (September, 2000)
- Ontario Curriculum Year-End Report 1999-2000 (September, 2000)
- Update on the Secondary School Reform Committee (September, 2000)
The Status Report: 1999-2000 Secondary School Reform Implementation Plan and 2000-2001 Implementation Plan received for information.
- Special Education Funding Report, September 2000 (October, 2000)
- Verbal Update re Speech and Language (October, 2000)

Requests for Reports

- Physical Education Program (status of programs) (January, 2000)
- Speech and Language Classes [waiting lists] (September, 2000)
- Summer Skills (September, 2000)
- Proposal for a cycle for Curriculum Review (September, 2000)

Reports of Special Education Advisory Committee

•Report of the Special Education Advisory Committee (January, 2000)

Approved the establishing of a policy for placement of Special Education Classes.

•Report of the Special Education Advisory Committee (February, 2000)

Approved the following:

(a) Preliminary Report of the Vocational Education Committee

It was moved by D. Marshall: That SEAC:

- (i) support the Preliminary Report of the Vocational Education Committee;
- (ii) endorse the next steps outlined in the report and seek to participate in the further development of the proposals relating to vocational education;
- (iv) appoint a co-ordinator to oversee the development of these proposals;
- (v) request that the term "Vocational" be changed.

(b) Delivery of Vocational Education

That SEAC endorse the proposed closure of the vocational programs at Saltfleet and Highland Secondary Schools and the delivery of Vocational Education at Mountain and Parkview Secondary Schools for the 2000-2001 school year, as an interim measure, pending full implementation of the vision outlined in the report and the development of a broad-based community program.

•SEAC Listing in Quickfinder (March, 2000)

Referred request from SEAC to be listed in the Quickfinder to administration.

•Special Education Concerns (May, 2000)

Referred to administration for a response to be brought back.

•Amendments to the Special Education Plan (June, 2000)

Approved for submission to the Ministry of Education.

S.A.L.E.P.

•Report of the Supervised Alternative Learning For Excused Pupils Committee (SALEP) (October, 2000)

Approved the SALEP Year-End Report for 1999-2000.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

URBAN MUNICIPAL

EDUCATION COMMITTEE

Thursday, December 7, 2000

DEC 03 2000

GOVERNMENT DOCUMENTS

7:00 p.m.

A G E N D A

7:00 p.m.

1. Call to Order
2. Approval of the Minutes of November 2, 2000
3. Business Arising from the Minutes
4. Approval of Agenda

E. Johnstone

ACTION ITEMS:

5. Release of Board and School 2000 EQAO Grade 3 and Grade 6 Assessment Results
6. Environmental Policy Grant Support Programs
7. Section 19 Year-End Report
8. 2000 Summer School Pilot Program Report: Student Transitional Education Program (S.T.E.P.)
9. Appeal to the Ministry re Funds for Lost Instructional Time
10. Verbal Update re School Year Calendar
11. Staffing Report – Full-time Equivalent Positions
12. Request for a Report re Westmount School Program

K. Croxall

P. Gillie
M. Botting

E. Bond

P. Gillie
D. Grant
L. Orban

CORRESPONDENCE:

Nil.

DISTRIBUTION:

Nil.

13. Public Questions for Clarification

Future Meetings:

Business Committee

December 14, 2000

7:00 p.m.

Board

December 21, 2000

8:00 p.m.

Special Education Advisory Committee

December 20, 2000

7:00 p.m.

MINUTES OF THE EDUCATION COMMITTEE

November 2, 2000

Those present: Judith Bishop (Chair), Heather Bullock, Janice Dewar, Eleanor Johnstone, Ray Mulholland, Lillian Orban, Laura Peddle, Joseph Rogers, Bruce Wallace and Reg Woodworth.

Regrets: Wes Hicks.

In attendance: M. Matier (Director of Education and Secretary), M. Botting (Superintendent of Instructional Services), K. Bain (Superintendent of Education – County West), E. Bond (Superintendent of Education – Secondary East), N. Campbell (Superintendent of Education – Mountain West), K. Croxall (Superintendent of Education – County East), P. Gillie (Superintendent of Education – Mountain East), T. Cupido (Superintendent of Plant Services), D. Grant (Superintendent of Business and Treasurer), W Joudrie (Superintendent of Education – City East), J. Wibberley (Superintendent of Education – Secondary West).

Also in attendance:

D. Russon, Manager of Human Resources.

The Chair called the meeting to order at 7:05 p.m.

2. Approval of the Minutes of October 5, 2000

It was moved by B. Wallace: That the minutes of October 5, 2000 be approved.

CARRIED.

A. Nikolic was recorded as voting in favour.

3. Business Arising from the Minutes

Nil.

4. Approval of Agenda

Members agreed to move item #16 – Staffing Report, to the first item on the agenda.

It was moved by L. Orban: That the agenda be approved as amended.

CARRIED.

ACTION ITEMS:

5. Staffing Report – Full-Time Equivalent Positions

D. Russon presented the report.

It was moved by J. Dewar: That the October 2000 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

CARRIED.

A. Nikolic was recorded as voting in favour.

6. Report on System Needs

M. Botting introduced Dianne Parr, Supervisor of Speech & Language Services, to present the report.

D. Parr noted that pre-school speech & language providers received additional funding in order to identify students with speech and language needs. Therefore, more children are already identified when they begin school. She added that currently those students awaiting placement are the priority. They receive support on a weekly basis at their home school with the program goals developed in collaboration with the teacher and support staff. D. Parr emphasized that early identification is key in support services; however, the struggle to provide appropriate interventions with appropriate resources continues.

In response to a question, D. Parr responded that developmental screening of students begins as early as 18 months old.

It was moved by B. Wallace: That the Report on System Needs be received for information.

J. Bishop asked whether or not a report detailing how the new grant money is spent will be brought to the Board. D. Grant clarified that a report showing all funding and expenditures will be brought to the Board in February 2001. He added that the report will contain financial information as well as qualitative explanations.

To the motion, **CARRIED.**

A. Nikolic was recorded as voting in favour.

7. Communication Services Year-End Report

In outlining the report, D. Parr emphasized that all students from JK-OAC have access to speech and language services.

D. Parr provided the following clarifications in response to questions:

- Students with speech & language difficulties are shown to improve over time.
- Students can become emotionally frustrated in that they are unable to communicate.
- Speech pathologists develop the program and then provide the resource teacher with resources and strategies to deliver the program.

It was moved by E. Johnstone: That the Communication Services Year-End Report be received for information.

To the motion, **CARRIED.**

A. Nikolic was recorded as voting in favour.

8. Social Work Services Year-End Report

M. Powell, Supervisor of Social Work Services outlined the report.

He highlighted the following points:

- Social Work Services Department is dealing with over 200 students on a consultative basis
- The department is in the process of refining their delivery model
- The refinements will be vetted for review and feedback to be ready for implementation for September 2001.

In response to questions, M. Powell offered the following clarifications:

- In order to measure the success of the Social Work Services department, a tool on receiving feedback is currently being developed.
- A plan to review Alternative Education will be brought to Board in March 2001.
- The principal can request a psychiatric consultation referral for a student if needed.

It was moved by B. Wallace: That the Social Work Services Year-End Report be received for information.

CARRIED.

H. Bullock, through personal experience working on the SALEP committee, commended social workers for their very detailed reports and interventions. She expressed concern, however, that students who are ill and taken off the school register are unable to remain a part of the school community. M. Powell agreed this is something to be looked at further.

To the motion, **CARRIED.**

A. Nikolic was recorded as voting in favour.

9. Psychological Services Year-End Report

C. Gudas Murphy, Supervisor of Social Work Services, presented the report. She then offered the following clarifications in response to questions:

- The department intends to provide leadership for a new research-based initiative (E-Best).
- The development of a best practices handbook including a review of department services will occur.
- The term "research" refers to programs/projects conducted at the school level using a current method to determine the effectiveness of the project.
- The steering committee for E-Best will review projects as well as provide support for system questions.

It was moved by H. Bullock: That the Psychological Services Year-End Report be received for information.

CARRIED.

Responding to a question on the moratorium of referrals to Psychological Services, C. Gudas-Murphy stated that if the Psychological Services Department continue to accept referrals, they would be two years behind in reporting. She added that although there is a moratorium on new referrals, consultants continue to offer problem-solving strategies for students' needs at the school level.

Referring to the fact that Psychological Services would be losing a valuable member of their team, R. Mulholland asked whether or not there is an intention to replace that position. C. Gudas-Murphy responded that they hope to have a replacement as soon as possible.

To the motion, **CARRIED.**

A. Nikolic was recorded as voting in favour.

10. Draft Policy "Special Class/Program Locations"

P. Greenberg presented the report.

It was moved by B. Wallace: That the Draft Policy Special Class/Program Locations be referred to the Joint Advisory Committee.
CARRIED.

A. Nikolic was recorded as voting in favour.

11. Recommendation from the French Immersion Advisory Committee

In presenting the report, K. Croxall noted that the Ontario Curriculum Expectations for Elementary French Immersion students have not yet been released even though the rest of the elementary curriculum was released in 1997-1998.

It was moved by J. Dewar: That The Hamilton-Wentworth District School Board communicate with the Ministry of Education and request support from other boards through OPSBA expressing concern regarding:

- 1. Delay in releasing Ontario curriculum expectations for elementary French Immersion programs; and**
- 2. Delay in the availability of learning resources to support the new French Immersion Ontario Curriculum at the secondary level.**

CARRIED.

A. Nikolic was recorded as having voted in favour.

In outlining the Year-End Report of the French Immersion Advisory Committee, K. Croxall noted that the committee has attempted to increase membership by having alternate members. As the Board moves through the school closure review process, several recommendations will be made with respect to French Immersion, which continues to be a program focus.

It was moved by L. Peddle: That the Year-End (1999-2000) Report of the French Immersion Advisory Committee be received for information.

In response to a question, K. Croxall clarified that the French Immersion Advisory Committee intends to look at the needs of students who require support, for example, special education. The committee will invite M. Botting and P. Greenberg to identify how Special Education can support students in order that they can remain in the French Immersion program.

To the motion, **CARRIED.**

A. Nikolic was recorded as voting in favour.

12. Physical Activity Survey

K. Croxall outlined the report. She clarified that although schools are an important player in helping students to adopt a healthy active lifestyle, parents and the community also play a role.

K. Croxall advised members that there are six binders in the Trustees' Lounge available for trustees to review survey results for their wards.

Noting that there are areas where the Board could improve its performance, K. Croxall stated overall our schools did fairly well. She added that there should be a general discussion with principals re the survey and what this could mean in terms of future recommendations around physical education.

Trustees commended the work of the Deb Sprentz, Special Assignment Teacher, Health & Physical Education and Krys Croxall on such a detailed survey.

It was moved by B. Wallace: That the Physical Activity Survey be received for information and a copy be sent to the Ontario Public School Boards' Association, Ontario Physical and Health Education Association and local Partners of Recreation.

K. Croxall clarified that Superintendents of Education will bring the survey results to the attention of principals at their cluster meetings.

To the motion, **CARRIED.**

A. Nikolic was recorded as voting in favour.

13. Learning Opportunities Plan - Proposal Approvals 2000-2001 Report

In outlining the report, W. Joudrie advised members that approval of submissions was based on the criteria set out in the application. He added that some schools did not respond to the proposal.

It was moved by R. Mulholland: That the Learning Opportunities Plan Proposal Approvals 2000-2001 be received for information.

J. Bishop expressed concern over the criteria for selecting the schools that received the learning opportunities grant, as many of the 'higher needs' schools were not listed as having received the grant.

W. Joudrie responded that the proposal did not identify 'high needs' schools; rather, it was sent to all schools and only those who responded by meeting the criteria were chosen. He added that, in the future, consideration would be given to developing a different method for determining the recipients of the Learning Opportunities grant.

To the motion, **CARRIED.**

14. Ontario Curriculum Year-End Review Report 1999-2000: Monitoring Component

K. Croxall outlined the report noting that trustees had seen this review cycle at the September 2000 Education Committee.

It was moved by L. Orban: that the following monitoring component of the Ontario curriculum be received for information:

- 1. 2000-2001 The Ontario Curriculum Team will be reporting on the Physical Education survey and conducting a review of implementation in the area of Mathematics, particularly related to The Hamilton-**

- Wentworth-Peel Numeracy project which has entered the final phase of the development stage.
2. 2001-2002 A review of implementation for Science and Technology and a report on the state of Music in our elementary schools as a follow-up to the survey and the Board recommendations of last year will be undertaken.
3. 2002-2003 A review of Language implementation, with particular focus on early literacy initiatives, will take place.

14. 2000 EQAO Results

K. Croxall advised members that when she first saw the 2000 EQAO results for the Board, she was encouraged; however, after having received the provincial results the progress seemed somewhat disappointing.

Referring to the multi-year plan for EQAO improvement brought to Committee last year, K. Croxall stated there will be a need to re-evaluate; however, she doesn't see any major change of course. K. Croxall added that official results will be shared with trustees at a caucus on November 23, 2000 with a Board response planned for Education Committee on December 7, 2000.

It was moved by L. Orban: That the report regarding 2000 EQAO Results be received for information.
CARRIED.

A. Nikolic was recorded as voting in favour.

15. Selection of Learning Resources Policy: Challenge from the Delta School Council re Hunter's Guide

K. Croxall advised members that this is to inform the Board of the result of a Challenge of a Learning Resource.

E. Johnstone felt that more community members should be represented on the Central Review Committee

It was moved by H. Bullock: that the correspondence regarding the Selection of Learning Resources Policy: Challenge from the Delta School Council regarding Hunter's Guide, be received for information.
CARRIED.

16. Board Referral: Hamilton Regional Conservation Authority re User Fees

K. Bain clarified that last year, Ancaster Senior simply paid an honorarium to the Conservation area in order to hold their cross-country meet at Dundas Valley and they felt that would be the case this year. He added that although the cost was too much to hold the meet at Dundas Valley, the cross-country meet was successfully held on school property at no cost to the school.

It was moved by J. Dewar: That the letter from the Hamilton Regional Conservation Authority re User Fees be received and filed.

L. Orban stated she felt that this item should have gone to the Business Committee.

To the motion, **CARRIED.**

A. Nikolic was recorded as voting in favour.

17. Request for a Report re Westmount School Program

R. Mulholland asked if L. Orban would be willing to defer this item until Trustee W. Hicks is available as Westmount is in his ward.

L. Orban responded that although the whole system accesses the Westmount Program, she would be willing to defer this until W. Hicks returned.

18. Report to the Board on the Education Committee

J. Bishop explained the intention of the report is that there be a year-long agenda planned in advance.

It was moved by E. Johnstone: That the report to the Board on the Education Committee be received for information.

CARRIED.

At this time,

It was moved by E. Johnstone: That the meeting be adjourned, this being done at 9:44 p.m.

CARRIED.

kc

ACTION ITEMS

EDUCATION COMMITTEE
2000 12 07

#5

The Hamilton-Wentworth District School Board

MEMORANDUM

To: Merv Matier, Director of Education

From: Krys Croxall, Superintendent of Education
Joanne Languay, Ontario Curriculum Consultant, EQAO Contact

Date: December 7, 2000

Subjects: Release of Board and School 2000 EQAO Grade 3 and Grade 6 Assessment Results

Approved for distribution
by the Director

Signature:

M. Matier

Date:

Nov 30 2000

Recommendation:

Moved by _____ that the Board Report regarding the Board and School Results of the 2000 EQAO Grade 3 and Grade 6 Assessment of Reading, Writing and Mathematics be received for information.

Recommendation:

Moved by _____ that an EQAO System Action Plan Committee be approved with the following members:

- 3 Superintendents of Education
- Ontario Curriculum Team
- 3 Elementary Administrators
- 3 Elementary Teachers
- 3 Trustees
- 3 School Council Representatives

to prepare an action plan for student improvement to be released to the public by March 12, 2001.

BACKGROUND

EQAO requires a two-phase reporting of assessment results.

1. *Board and School Results must be released to the public by December 1, 2000.*

Results are to be reported within detailed contextual information about the HWDSB's and our schools' population and community, our programs and policies, and our teaching strategies so that our performance on the assessment can be interpreted in light of the unique challenges the Board and our schools face.

2. *Board and School Action Plans for improvement of student learning must be developed and released to the public by March 12, 2001.*

Parents, school council members, teachers, administrators, trustees and superintendents will be invited to help analyze the achievement and contextual data and to assist in preparing our board-wide plan for improvement that addresses strategies and directions to be implemented through a cycle of review, development and implementation. Principals and teachers, working with parents and school councils will prepare the school action plans.

Individual Grade 3 and Grade 6 reports were received by schools in September and were distributed to parents and students. School and board summaries of results were received the last week of October 2000, and the *EQAO Provincial Report on Achievement* was released November 2, 2000.

These results provide useful information for schools and the community for accountability and improvement within school contexts. The overall board results are contained in the report. Individual school summaries comprise Appendix A.



2000 EQAO Grade 3 and Grade 6 Assessment
of
READING, WRITING AND MATHEMATICS

Summary of Results
and
Initial Cursory Review

BOARD REPORT



The Hamilton-Wentworth
District School Board

December 2000

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Executive Summary of HWDSB EQAO Board Results and Recommendations

Hamilton-Wentworth District School Board

- In the Hamilton-Wentworth District School Board 4116 students in 96 schools participated in the grade 3 assessment and 3949 students in 57 schools participated in the grade 6 assessment in May 2000. The assessment is based on the Ontario Curriculum (Mathematics and Language) introduced in September 97.

Initial Observations

Grade 3

- There was an improvement in grade 3 Reading results but our improvement was not as great as the provincial improvement in this area.
- Writing and Mathematics results are consistent with past results. In Writing the results are consistent with provincial results. In Mathematics the provincial results show a slight improvement whereas the board results are consistent with last year.

Grade 6

- This is the second year of the grade 6 assessment. Our results continue to be below the provincial results in Reading, Writing and Mathematics.
- The area of most significant improvement is grade 6 Mathematics, but our results in this area continue to be below provincial results.
- Grade 6 Reading and Writing results remained relatively consistent in HWDSB although the province showed improvement.

Special Education

- The percentage of students receiving Special Education support was generally consistent with the province although a bit higher at the Grade 3 level.
- Students receiving Special Education support in Hamilton-Wentworth scored at levels consistent with students receiving Special Education support provincially.

ESL

- The percentage of students in an ESL program was consistent with the province.
- ESL students in Hamilton-Wentworth scored below ESL students provincially in almost all areas, (except Grade 3 Writing) particularly at the grade 6 level. Mathematics showed the greatest difference.

Gender

- Girls scored higher than boys in all areas at both Grade 3 and Grade 6. This is consistent with provincial results.

Use of Assessment Results

- "EQAO has publicly stated that results of large-scale assessments provide only partial evidence of achievement and that there are many other aspects that must be considered, including the differences between student populations, differences between communities, availability of special programs, community involvement, etc. Therefore, it is essential that the assessment results be reported within context. Because of the comprehensive nature of the data, ranking is misleading and is not consistent with the well-being of Ontario students." (Memo from Joan Green to Directors of Education 10-14-99)
- When reading individual school reports contained in Appendix B, it is important to look not just at the numbers and scores, but also at the contextual information contained there as well, as that information provides background to help understand the scores.

Board and School Action Plans

- Parents, school council members, principals, teachers, trustees, consultants and superintendents will be invited to help analyze the achievement and contextual data and to assist in reviewing and revising a board-wide plan for improvement that addresses strategies/directions to be implemented through a cycle of review, development and implementation. Principals and teachers, working with parents, and school councils will review/revise their school action plans.

Recommendations

There are recommendations for mathematics, reading and writing for both Grade 3 and Grade 6. They are based on patterns and trends in HWDSB results and are written to be considered by board personnel, teachers, administrators, parents and students. This year, new recommendations have been added while some of the recommendations from last year need to be continued.

Mathematics (Grades 3 and 6)

NEW RECOMMENDATIONS

- That HWDSB review the level of implementation of the Hamilton-Wentworth/Peel Numeracy Project and system in-service to support improved mathematics instruction and assessment for all schools.
- That teachers focus on mathematics instruction and assessment on the overall and specific curriculum expectations for the grade they are teaching.
- That school administrators facilitate the delivery of system in-service at the school level to ensure that all teachers have the opportunity to develop their instructional skills in mathematics.
- That schools offer assistance to parents in understanding the new mathematics curriculum and consider offering Curriculum Nights, Family Math programs and other strategies for parents to support student learning in mathematics at home.
- That parents take advantage of school/board sessions designed to improve their ability to support their child's mathematical learning at home.

CONTINUED RECOMMENDATIONS

- That HWDSB personnel provide a variety of in-service opportunities for all elementary teachers to help them focus on teaching and assessing student learning in *Communication of Required Knowledge, Problem Solving, Geometry and Spatial Sense and Measurement*.
- That HWDSB personnel provide teachers with support to help ESL students with mathematics.
- That HWDSB continue to allocate system resources (human and material) to provide teachers with the support they require to implement the curriculum, assess student learning in their classrooms, and understand and use assessment results to review and improve program.
- That parents increase opportunities for students to apply their mathematical skills to real-life situations beyond the classroom.
- That students in the primary division recognize mathematics in their everyday lives based on school and home real-life mathematical experiences.
- That students in the junior and intermediate divisions take responsibility for their learning in mathematics both inside and outside of the classroom.

Reading (Grades 3 and 6)

NEW RECOMMENDATIONS

- That HWDSB provide resources (human and material) for in-service sessions and workshops to support improved reading instruction and assessment.
- That in-service for primary teachers on the Literacy Guidelines be provided across the system to assist teachers in selecting, designing and assessing reading programs to improve student performance.
- That the Board develop Junior and Intermediate sections of the Literacy Guidelines to assist junior and intermediate teachers in improving reading instruction and assessment.
- That HWDSB personnel provide a variety of opportunities for teachers to help them focus on teaching and assessing student learning in *Reasoning, Communication and Organization of Ideas* to improve student comprehension (e.g., in-services, teacher sharing sessions etc.).
- That teachers focus their reading instruction and assessment specifically on the expectations for the grade they are teaching while at the same time recognizing the continuum of skills development throughout the curriculum.
- That junior and intermediate teachers reflect on their understanding and use of instructional and assessment strategies in all categories since HWDSB Grade 6 results are below provincial results in all area of reading despite the general levels of comfort teachers express in their teaching and assessment methods.
- That teachers, working with their school administrator, recognize the cross-curricular nature of their reading program by embedding instruction in reading skills and reading-related activities in all subjects.
- That teachers consider individual and gender differences by considering student interests as expressed through the Student Questionnaire and then providing a variety of reading materials which reflect the interest of their students, and which promote reading at both home and school.
- That schools offer strategies and assistance to parents in supporting their child's development of reading skills at home.
- That parents take advantage of school/board sessions or strategies designed to improve their ability to support their child's reading development at home.

CONTINUED RECOMMENDATIONS

- That HWDSB personnel provide support for teachers to help ESL students in reading.
- That *it is particularly critical* for teachers to continue to consider the learning needs of students in ESL programs and those receiving Special Education support when delivering programs.
- That HWDSB allocate sufficient resources (e.g., early intervention programs) to support the significant number of students achieving at Levels 1 and 2.
- That teachers refine their programs to promote growth in learning for the students performing at Levels 1 and 2 how may be at-risk and require modifications and/or accommodations.
- That parents of primary division students continue to assist their child(ren) with reading, listen to their child(ren) read, and read to their child(ren) more frequently.
- That parents of junior and intermediate division students read with and listen to their child(ren) read much more frequently and talk with their child(ren) about what has been read in order to increase their understanding.
- That students in the primary, junior and intermediate divisions increase the amount of reading done outside the classroom.
- That students in the junior and intermediate divisions select a greater variety of reading materials (e.g., newspaper, poetry).

Writing (Grades 3 and 6)

NEW RECOMMENDATIONS

- That HWDSB allocate resources (human and material) for in-service sessions and workshops to support improved writing instruction and assessment.
- That the Board develop the Junior and Intermediate sections of the Literacy Guidelines to assist junior and intermediate teachers in improving writing instruction and assessment.
- That HWDSB personnel provide a variety of opportunities for junior and intermediate teachers to focus on teaching and assessing student learning in all the categories, but particularly in *Reasoning* and *Organization of Ideas* (e.g., in-services, teacher sharing sessions, etc.).
- That HWDSB provide sufficient resources (e.g., early intervention programs) to support the significant number of students achieving at Levels 1 and 2.
- That teachers focus their writing instruction and assessment more specifically on the overall and specific expectations for the grade they are teaching while ensuring they are implementing the continuum of writing skills development across grades and the stages of the writing process described in the *Ontario Curriculum*.
- That teachers focus on the stages of the writing process, particularly on the pre-writing and planning stages, teach students how to revise and edit independently and then provide opportunities for students to "publish" their writing in a variety of forms and formats.
- That teachers, working with their school administrator, recognize the cross-curricular nature of the writing program and embed writing and writing-process skills in writing activities in all subject areas.
- That junior and intermediate teachers reflect on instructional and assessment strategies in all categories since HWDSB Grade 6 results are below provincial results in all areas of writing, with a particular emphasis on *Reasoning* and *Organization of Ideas*.
- That schools offer parents strategies to support the development of their child's writing skills at home.
- That parents take advantage of school/board sessions and strategies designed to improve their ability to support the development of their child's writing skills at home.
- That students increase their independence in terms of the writing process, particularly in revising and editing skills.

CONTINUED RECOMMENDATIONS

- That HWDSB personnel continue to provide a variety of opportunities for primary teachers to focus on teaching and assessing student learning in *Reasoning*, *Communication* and *Organization of Ideas* (e.g., in-services, teacher sharing sessions, etc.).
- That HWDSB personnel provide teachers with support to help ESL students in writing.
- That teachers refine their programs to promote growth in learning for students performing at Levels 1 and 2 who may be at-risk and require modifications and/or accommodations.
- That *it is particularly critical* to continue to consider learning needs of students in ESL programs and those receiving Special Education support when delivering programs.
- That parents of primary students continue to provide opportunities for writing outside of the school.
- That parents of junior and intermediate students increase the amount of time they spend talking to their child(ren) about what they have written and listening to their child(ren) read what they have written.
- That parents of junior and intermediate students encourage their child(ren) to engage in writing activities beyond those assigned in the classroom.
- That students increase the amount and variety of writing done outside the classroom.

INTRODUCTION

In May 2000, students in the Hamilton-Wentworth District School of Education schools participated in the EQAO Grade 3 and Grade 6 assessment. This involved 4115 grade 3 students in 214 classes in 96 schools and 3949 grade 6 students in 164 classes in 57 schools. The five-day assessments contained test items and assessment tasks which provided information about students' knowledge and applied skills. It also included student, teacher and home questionnaires addressing many of the factors that can have a bearing on student learning (e.g., *I am good at mathematics. I listen to my child read.*)

The EQAO Grade 3 and 6 assessments were designed to assess student achievement of the expectations in *The Ontario Curriculum* introduced in September 1997. Students who participated in the grade 3 assessment this year were the first cohorts of students who may have benefited from instruction on the new curriculum from their Grade 1 year (depending on implementation level). However, students who participated in the grade 6 assessment have only been instructed on the new curriculum for three years prior to the assessment. Student work was scored on a 4-level performance scale linked to the provincial expectations where Level 3 MEETS THE PROVINCIAL STANDARD, Level 1 FALLS MUCH BELOW THE PROVINCIAL STANDARD, Level 2 APPROACHES THE PROVINCIAL STANDARD, and Level 4 EXCEEDS THE PROVINCIAL STANDARD. Although Levels 3 and 4 meet or exceed the provincial standard, students performing at Level 2 are approaching that standard and may in fact be very close. The levels do not necessarily relate to a student being promoted to the next grade (e.g., a student achieving all Level 2 scores will not be held back a year).

The reading, writing and mathematics components of the Grade 3 and Grade 6 assessments contain two types of questions: multiple-choice (where students choose one answer from several possible answers) and "performance" or open-ended (where students carry out activities and write answers in their own words). The two kinds of questions were marked separately. The multiple-choice answers were scored as correct or incorrect and totaled. The performance-based answers were scored by specially trained teachers, who applied an achievement scale in four categories for reading and writing and in four categories and five strands for mathematics. In order to determine an overall score in each subject, EQAO had to combine multiple-choice and performance scores. The weighting of each of these components was done differently this year than in the previous two years. Descriptions of the categories, and strands are given in the enclosed charts.

NOTE:

- ⇒ EQAO reports assessment results in two ways: Method 1 (top number) expresses the number of students achieving at each level as a percentage of **all** students, including students who were exempted and for whom no data were collected. Method 2 (bottom number) expresses the number of students achieving at each level as a percentage of those students **who actually took part** in the assessment and produced work that could be scored.
- ⇒ For the purposes of this report, observations will refer to all students (Method 1) in HWDSB as this is EQAO's primary method of reporting since publicly funded schools are accountable for the achievement and progress of **all** students. It is important to also note the percentages for participating students (Method 2), as that percentage reflects only the students who actually took part in the assessment.

Exempted Students from Hamilton-Wentworth and Provincially

	Fully Exempted in All Subjects		Exempted in Reading		Exempted in Writing		Exempted in Mathematics	
	Prov.	5%	Prov.	7%	Prov.	6%	Prov.	5%
Grade 3	HWDSB 2000	5%	HWDSB 2000	8%	HWDSB 2000	7%	HWDSB 2000	7%
	HWDSB 1999	5%	HWDSB 1999	7%	HWDSB 1999	6%	HWDSB 1999	5%
	HWDSB 1998	4%	HWDSB 1998	7%	HWDSB 1998	5%	HWDSB 1998	5%
Grade 6	Prov.	4%	Prov.	5%	Prov.	5%	Prov.	5%
	HWDSB 2000	5%	HWDSB 2000	6%	HWDSB 2000	6%	HWDSB 2000	5%
	HWDSB 1999	4%	HWDSB 1999	5%	HWDSB 1999	5%	HWDSB 1999	4%

Exempted students included those students who, with parental permission, were unable to respond to the assessment instruments in any way or students who, in the opinion of the principal in consultation with the teacher and parent(s)/guardian(s), would be adversely affected by participating. Students could be exempted from the whole assessment (full exemption) or from one or more parts of the assessment (partial exemption). In Hamilton-Wentworth, the percentages of students exempted are consistent with but slightly higher than provincial percentages. Across the province as well as in Hamilton-Wentworth, the percentages of exempted students have risen over previous provincial assessments.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD PROFILE

The Hamilton-Wentworth District School Board was formed by the January 1, 1998 amalgamation of the Board of Education for the City of Hamilton and The Wentworth County Board of Education, combining urban and rural communities. Situated at the west end of Lake Ontario, the HWDSB borders Brant, Haldimand, Halton, Lincoln, Waterloo and Wellington Counties. Hamilton is a midsize city with an economic base which is primarily heavy industry and which provides many commercial and public services for the area. Wentworth County physically surrounds Hamilton and encompasses the municipalities of Stoney Creek, Glanbrook, Ancaster, Dundas and Flamborough.

For operational purposes, our 117 elementary schools are grouped into 6 clusters - City East, City West, County East, County West, Mountain East and Mountain West. The schools have a variety of organizational structures: JK - 5, JK - 6, K - 5, K - 6, K - 8, JK - 8, K - 8, 6 - 8, 7 - 8. Several schools are units or *twinned* having the same principal for both schools. At-risk students and those who need assistance through special education programs are provided with individualized skill development in a variety of ways (e.g., Learning centres, special classes, learning resource teachers).

In The Hamilton-Wentworth District School Board each school operates under a School Plan which involves:

- 1) identifying goals/areas of focus, expectations, indicators of success and strategies/resources,
- 2) annually reviewing implementation and outcomes, and then

- 3) identifying new or continued areas of focus/goals including implementation of new curriculum.

When reading the individual school reports contained in Appendix A, it is important to look not just at the numbers and scores, but at the contextual information contained there too, as that information provides background to help understand the scores. For example, in some cases, the sampling of students who wrote the assessment was very small and not likely representative of the entire school's achievement. In other cases, schools did not receive accurate or sufficient information to make their overall scores representative of their students (e.g. many students who wrote the test were recorded as "exempt" in EQAO statistics and while EQAO is looking into some of these situations, changes in the school's results have not yet been entered on the website)

WHAT WE LEARNED ABOUT HAMILTON-WENTWORTH STUDENTS AND SCHOOLS

Grade 3: Hamilton-Wentworth

- The average Grade 3 class size was 19. This figure is consistent with the provincial average as well as last year's averages. Provincially, 52% of Grade 3 classrooms had over 25 students, compared to 44% in HWDSB.
- 36% of the classes in HWDSB are multi-grade classes. At the provincial level 42% of the classes are multi-graded.
- 48% of participants were girls and 51% were boys. Provincially, 48% of participants were girls and 50% were boys.
- Grade 3 students indicated that the language they speak at home was:
 - mostly or only English, 81% (as compared to 78% provincially)
 - mostly or only another language, 7% (as compared to 8% provincially)
 - English as often as another language, 10%. (as compared to 13% provincially)
 - These figures are consistent (+ or - 3%) with provincial data.
- 5% of Grade 3 students were identified by their teacher as having been in an English as a Second Language (ESL) program as compared to 6% last year. Provincially this figure is 4%.
- 18% of Grade 3 students were receiving special education support (both formally identified as exceptional and non-identified, but excluding gifted), as compared to 19% last year. This figure compares to 16% provincially.
- 63% of teachers who administered the 1999-2000 Grade 3 assessment, as compared to 59% provincially, were also involved in administering the 1998-1999 Grade 3 assessment.

Grade 6: Hamilton-Wentworth

- The average Grade 6 class size was 24. Provincially, the average class size was 21. This is consistent with last year's findings. Provincially, 70% of Grade 6 classrooms had over 25 students which matches the provincial rate of 70%; however provincially 31% of classrooms were over 29 students as compared to only 18% in HWDSB. Only 14% of the HWDSB classes were multi-grade, as compared to 40% provincially.
- 47% of participants were girls and 52% were boys. Provincial percentages were 50% boys and 48% girls.
- Grade 6 students indicated that the language they speak at home was:
 - mostly or only English, 86% (compared to 82% provincially)
 - mostly or only another language, 5% (compared to 7% provincially)
 - English as often as another language, 8% (compared to 10% provincially)
- 3% of students were identified by their teacher as having been in an English as a Second Language (ESL) program. This figure is consistent with the province.
- 16% of Grade 6 students were receiving special education support (both formally identified as exceptional and non-identified, but excluding gifted). This figure compares to 16% provincially.
- 63% of the teachers who administered the 1999-2000 Grade 6 assessment, as compared to 57% provincially, were involved in administering the 1998-1999 Grade 6 assessment.

WHAT WE LEARNED ABOUT THE LEARNING ENVIRONMENT IN GENERAL

The Teacher Questionnaire

Hamilton-Wentworth Grade 3 and Grade 6 teachers are experienced educators who collaborate with other teachers in the same division

- 66% of HWDSB Grade 3 teachers (compared to 57% provincially) and 52% of HWDSB Grade 6 teachers and Grade 6 teachers provincially, have taught for 11 or more years.
- 44% of HWDSB Grade 3 teachers (compared to 32% provincially) and 38% of HWDSB Grade 6 teachers (compared to 31% provincially) meet with other divisional teachers to plan or discuss curriculum and/or assessment at least once a week.

The Home Questionnaire

Overall, Hamilton-Wentworth parents are satisfied with the contact that they have with their child's school

- 84% of parents of Grade 3 students and 78% of parents of Grade 6 students attend teacher-parent conferences
- 96% of parents of Grade 3 students and 96% of parents of Grade 6 students read school newsletters or brochures
- 85 to 86% of parents of Grade 3 students and 82 to 83% of Grade 6 parents are satisfied or very satisfied with the way information is communicated about student performance

Overall, Hamilton-Wentworth parents are involved with their child's school

- 35% of parents of Grade 3 students and 22% of parents of Grade 6 students volunteer at the school
- 49% of parents of Grade 3 students and 34% of parents of Grade 6 students are somewhat involved or actively involved in their child's school
- 87% of parents of Grade 3 students and 81% of parents of Grade 6 students speak or write to their child's teacher or principal

There is support for student learning in most homes in Hamilton-Wentworth

- **Grade 3:**
 - 99% of parents indicated that there are writing materials available at home for their child to use
 - 91% of parents indicated that there is a calculator available at home for their child to use for school work
 - 72% of parents indicated that there is a computer available at home for their child to use for school work
 - 61% of parents indicates that they have more than 100 books or other publications in the home
- **Grade 6:**
 - 99% of parents indicated that there are writing materials available at home for their child to use
 - 95% of parents indicated that there is a calculator available at home for their child to use for school work
 - 79% of parents indicated that there is a computer available at home for their child to use for school work
 - 60% of parents indicates that they have more than 100 books or other publications in the home

The EQAO results provide us with the opportunity to examine school and classroom programs in terms of what are we doing well, and where we can improve. We can point with pride to some remarkable improvements at the school level and some excellent scores in many of our schools; however, as a Board we must re-examine our results and take more concerted action to promote improved student achievement. In general, while there are some areas where we can point to improvement (such as Grade 6 Mathematics or Grade 3 Reading), overall our progress has not kept pace with that of the rest of the province. This is particularly true of Grade 6 results.

OVERALL ACHIEVEMENT

Percent of students meeting or exceeding the provincial standard at **Grade 3:**

	Reading at Levels 3,4	Writing at Levels 3,4	Mathematics at Levels 3,4	
Province 2000	49% 53%	52% 55%	58% 61%	All Students Participating only
1999	44% 48%	51% 56%	56% 60%	All Students Participating only
Hamilton- Wentworth 1999-2000	46% 51%	51% 55%	53% 57%	All Students Participating only
Hamilton- Wentworth 1998-1999	43% 46%	51% 54%	54% 57%	All Students Participating only
Hamilton- Wentworth 1997-1998	45% 49%	48% 51%	41% 43%	All students Participating only

OVERALL ACHIEVEMENT

Percent of students meeting or exceeding the provincial standard at **Grade 6:**

	Reading at Levels 3,4	Writing at Levels 3,4	Mathematics at Levels 3,4	
Province 2000	51% 54%	49% 51%	52% 55%	All Students Participating only
1999	48% 50%	48% 50%	46% 48%	All Students Participating only
Hamilton- Wentworth 1999-2000	42% 44%	41% 43%	41% 43%	All students Participating only
Hamilton- Wentworth 1998-1999	42% 44%	42% 45%	35% 37%	All students Participating only

MATHEMATICS: Grade 3

Grade 3 Overall Achievements in Mathematics Percentage of Grade 3 Students at Each Level

Overall Level of Achievement in Mathematics	Level 1		Level 2		Level 3		Level 4		
(based on knowledge/skills categories, strands, and multiple-choice component)	Prov.	6%	Prov.	29%	Prov.	47%	Prov.	11%	All students Participating only
		6%		31%		50%		11%	
	HWDSB 2000	7%	HWDSB 2000	31%	HWDSB 2000	43%	HWDSB 2000	10%	All students Participating only
		7%		33%		47%		10%	
	HWDSB 1999	8%	HWDSB 1999	32%	HWDSB 1999	46%	HWDSB 1999	8%	All students Participating only
		8%		34%		48%		8%	
The Overall Achievement in Mathematics in 1998 was based on the knowledge/skills categories only	HWDSB 1998	10%	HWDSB 1998	39%	HWDSB 1998	37%	HWDSB 1998	3%	All students Participating only
		10%		42%		40%		4%	

Missing Data:

- 7% of the students were exempt while 3% provided insufficient evidence to be scored or not enough evidence for Level 1.
- These percentages are fairly consistent with numbers of students provincially who were not included in the analysis. (5% and 2% respectively)

Levels 3 and 4: *meets or exceeds the provincial standard*

- 53% of all HWDSB Grade 3 students achieved at Levels 3 (43%) and 4 (10%) in mathematics. Overall this is 3% lower than provincial results.
- There is a slight decrease from the 1998-1999 results (1%). Last year we were 2% behind the provincial results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of mathematics skills.

Level 2: *approaches the provincial standard*

- 31% of all HWDSB Grade 3 students achieved at Level 2 compared to 29% provincially.
- This is a decrease of 1% over the 1998-1999 results.
- These students demonstrate and communicate *some* knowledge, understanding and application of mathematics skills.

Level 1: *falls much below the provincial standard*

- 7% of all HWDSB Grade 3 students achieved at Level 1 which is fairly consistent with the provincial results.
- This is a decrease of 1% over the 1998-1999 results.
- These students demonstrate and communicate *limited* knowledge, understanding and application of mathematics skills.

Grade 3 Overall **Mathematics** Achievements at Levels 3 and 4 by Gender,
Language, Special Education Support and French Immersion:

Gender	HWDSB Female 55%	Province Female 60%	HWDSB Male 51%	Province Male 55%
Language	HWDSB Non-ESL 54%	Province Non-ESL 58%	HWDSB ESL 27%	Province ESL 36%
Special Education Support	HWDSB Not Receiving Support 60%	Province Not Receiving Support 64%	HWDSB Receiving Support 23%	Province Receiving Support 23%
French Immersion	*Students in Hamilton-Wentworth completed a French translation of the Mathematics component		HWDSB 35%	Province 61%

Some differences existed among sub-groups:

- More Grade 3 girls (55%) than boys (51%) scored at Levels 3 and 4 - a difference of 4%. This is consistent with last year's results.
- More Grade 3 non-ESL students (54%) than Grade 3 ESL students (27%) scored at Levels 3 and 4 - a difference of 27%. Last year in HWDSB, the difference was also 27%.
- More ESL students provincially (36%) than HWDSB Grade 3 ESL students (27%) scored at Levels 3 and 4 - a difference of 9%. Last year the difference was also 9%.
- More Grade 3 students not receiving Special Education support (60%) than Grade 3 students receiving Special Education support (23%) scored at Levels 3 and 4 - a difference of 37%. Last year in HWDSB, the difference was 39%.
- Last year more HWDSB Grade 3 French Immersion students (56%) than French Immersion students provincially (54%) scored at levels 3 and 4. This year the situation has changed. Only 35% of HWDSB Immersion students scored at Levels 3 and 4 compared to 61% provincially. This is a serious decline in results.

Grade 3 Mathematics Achievements by Categories and Strands

The curriculum specifies four categories and five strands in the teaching of mathematics. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in mathematics.

Categories – Grade 3 Mathematics

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Problem Solving Chooses and carries out strategies and applies them correctly	Prov.	20%	Prov.	42%	Prov.	28%	Prov.	2%	All students
		21%		45%		30%		3%	Participating only
	HWDSB	21%	HWDSB	41%	HWDSB	25%	HWDSB	2%	All students
		24%		45%		27%		2%	Participating only
Understanding of Concepts Uses and explains required concepts and incorporates mathematical ideas and relationships	Prov.	16%	Prov.	36%	Prov.	39%	Prov.	2%	All students
		171%		38%		41%		2%	Participating only
	HWDSB	18%	HWDSB	37%	HWDSB	34%	HWDSB	2%	All students
		20%		40%		37%		2%	Participating only
Application of Mathematical Procedures Selects and accurately applies procedures (e.g., making a graph) and operations (e.g., adding and multiplying)	Prov.	15%	Prov.	46%	Prov.	30%	Prov.	2%	All students
		16%		49%		32%		2%	Participating only
	HWDSB	17%	HWDSB	47%	HWDSB	26%	HWDSB	2%	All students
		18%		51%		28%		2%	Participating only
Communication of Required Knowledge Uses clear explanations and correct mathematical terms and symbols; justifies reasonableness of solutions	Prov.	22%	Prov.	42%	Prov.	27%	Prov.	2%	All students
		23%		45%		28%		2%	Participating only
	HWDSB	25%	HWDSB	40%	HWDSB	24%	HWDSB	2%	All students
		27%		44%		26%		2%	Participating only

- In all categories, 26 to 36% of Grade 3 students achieved at Levels 3 and 4. This compares to 32 to 45% of Grade 3 students last year.
- The category, *Understanding of Concepts*, produced the highest results at Levels 3 and 4. The category, *Communication of Required Knowledge*, scored the lowest.
- The largest group of students appears to be scoring in the Level 2 range in all categories, but particularly in *Application of Mathematical Procedures*.
- The increase in numbers of students scoring at the Level 1 range requires careful analysis. Although the numbers of Grade 3 students performing at level 1 are consistent with the provincial results, they are cause for concern. A general need to improve mathematics performance, but certainly with our struggling students, is clear.
- Similarly a decrease in the numbers of students performing at Level 4, although consistent with provincial results, will require analysis.

Strands – Grade 3 Mathematics

Each strand identifies a key area of knowledge and skills in the mathematics curriculum

Strand	Level 1		Level 2		Level 3		Level 4		
Number Sense and Numeration (e.g., adding, subtracting, multiplying and dividing whole numbers and using numbers to describe and represent relationships)	Prov.	5% 5%	Prov.	22% 24%	Prov.	64% 68%	Prov.	2% 2%	All students Participating only
	HWDSB	6% 6%	HWDSB	23% 25%	HWDSB	61% 66%	HWDSB	2% 2%	All students Participating only
Geometry and Spatial Sense (e.g., using and applying knowledge of spatial relationships to identify and describe characteristics of 2- and 3-dimensional figures)	Prov.	10% 10%	Prov.	37% 40%	Prov.	45% 47%	Prov.	1% 1%	All students Participating only
	HWDSB	10% 11%	HWDSB	38% 41%	HWDSB	42% 46%	HWDSB	1% 1%	All students Participating only
Measurement (e.g., estimating, measuring and recording using standard and non-standard units)	Prov.	14% 14%	Prov.	33% 35%	Prov.	43% 46%	Prov.	2% 2%	All students Participating only
	HWDSB	15% 17%	HWDSB	34% 37%	HWDSB	39% 43%	HWDSB	1% 2%	All students Participating only
Patterning and Algebra (e.g., identifying, extending and creating patterns with shapes and numbers)	Prov.	10% 10%	Prov.	39% 41%	Prov.	42% 45%	Prov.	2% 2%	All students Participating only
	HWDSB	11% 12%	HWDSB	39% 42%	HWDSB	38% 42%	HWDSB	2% 3%	All students Participating only
Data Management and Probability (e.g., using methods to gather, interpret, display and communicate information and predicting the likelihood of events)	Prov.	15% 16%	Prov.	37% 39%	Prov.	38% 40%	Prov.	1% 1%	All students Participating only
	HWDSB	16% 18%	HWDSB	38% 41%	HWDSB	34% 37%	HWDSB	1% 1%	All students Participating only

- In all strands, 35 to 63% of Grade 3 students achieved at Levels 3 and 4; provincially this compares to 39 to 66%, a difference of 3 to 4%. However, last year 43 to 60% of Grade 3 students achieved at Levels 3 and 4.
- Achievement in Hamilton-Wentworth was strongest in *Number Sense and Numeration* (63%) as it was provincially (66%).
- Achievement in Hamilton-Wentworth was weakest in *Data Management and Probability* (35%). These results follow the pattern of provincial figures.
- Large increases in the numbers of students at Levels 1 and 2, matched with decreases in Level 4 results, will have to be carefully analyzed although they are fairly consistent with provincial scores.

Other Findings

Analysis of Data on **Mathematics** from the Teacher, Student and Home Questionnaires for Grade 3

The Teacher Questionnaire

- HWDSB Grade 3 teachers indicate that their comfort range in teaching aspects of Mathematics is generally quite high. These results are similar to last year and much improved on 1997-98 (58 to 88%).
 - Number Sense and Numeration 96% very or somewhat comfortable (compared to 97% provincially)
 - Geometry and Spatial Sense 95% (compared to 95% provincially)
 - Measurement 95% (compared to 96% provincially)
 - Patterning and Algebra 93% (compared to 94% provincially)
 - Data Management and Probability 93% (compared to 94% provincially)
 - Problem solving 91% (compared to 93% provincially)
 - Communication of required knowledge 88% (compared to 92% provincially)
- HWDSB teachers indicate that their comfort range in assessing mathematics is also quite high, ranging from 88 to 95% for the very and somewhat comfortable categories combined (91 to 96% provincially).
- In general HWDSB teachers indicate that the instructional materials that they need for the program are as accessible to them as reported provincially, except for software.
- 5% of teachers report their pupils spend up to 40 minutes a day on mathematics related activities (compared to 7% provincially), 52% indicate between 41 and 60 minutes daily (compared to 58% provincially) and 26 % report spending more than 60 minutes (compared to 18%) provincially.
- 21% of HWDSB teachers (as compared to 26% provincially) have less than 5 years teaching experience. 61% (as compared to 68% provincially) have 5 or less years experience in Grade 3.

The Student Questionnaire

- In Grade 3, 65% of boys and 58% of girls indicate they like mathematics. This is consistent with provincial findings (68 and 60% respectively). In 1999, 63% of boys and 60% of girls indicated they liked mathematics.
- 61% of boys and 44% of girls indicate that they are good at mathematics. This is consistent with provincial results (61 and 45%). Last year 58% of boys and 45% of girls believed they were good at mathematics.
- Slightly more students in Hamilton-Wentworth compared to students provincially indicate they use a calculator to learn mathematics at school (26% compared to 22%) but slightly more students provincially use a computer (28% as compared to 26%) in connection with learning mathematics.

The Home Questionnaire

- Involvement of Grade 3 parents in helping their child learn mathematics is relatively consistent with provincial findings. 78% help their child with number problems at least a few times a week (compared to 82% provincially), while only 32% and 30% respectively help their child with patterns or dimensional figures or shapes (this is similar to the provincial results of 35% and 32% respectively)
- 70% of Grade 3 parents (as compared to 74% provincially) help their child with problem solving.
- 86% are satisfied or very satisfied with mathematics instruction as compared to 85% provincially.

MATHEMATICS: Grade 6

Grade 6 Overall Achievements in Mathematics

Percentage of Grade 6 Students at Each Level

Overall Level of Achievement in Mathematics (based on knowledge/skills categories, strands, and multiple-choice component)	Level 1		Level 2		Level 3		Level 4		
	Prov.	9%	Prov.	30%	Prov.	40%	Prov.	12%	
		10%		32%		42%		13%	
	HWDSB 2000	15%	HWDSB 2000	35%	HWDSB 2000	34%	HWDSB 2000	7%	
		16%		37%		36%		7%	All students Participating only
	HWDSB 1999	19%	HWDSB 1999	38%	HWDSB 1999	28%	HWDSB 1999	7%	All students Participating only
		20%		40%		29%		8%	

Missing Data

- 5% provided insufficient information to be scored and 5% were exempted from participating in the mathematics portion of the assessment (as compared to 3% and 5% at the provincial level).

Levels 3 and 4: *meets or exceeds the provincial standard*

- 41% of all HWDSB Grade 6 students achieved at Levels 3 (34%) and 4 (7%) in mathematics which is 11% lower than provincial results. This is an improvement over last year's scores (35% at Levels 3 and 4) but still lower than the provincial results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of mathematics skills.

Level 2: *approaches the provincial standard*

- 35% of all HWDSB Grade 6 students achieved at Level 2 compared to 30% provincially.
- These students demonstrate and communicate *some* knowledge, understanding and application of mathematics skills.

Level 1: *falls much below the provincial standard*

- 15% of all HWDSB Grade 6 students achieved at Level 1 compared to 9% provincially.
- These students demonstrate and communicate *limited* knowledge, understanding and application of mathematics skills.

Grade 6 Overall **Mathematics** Achievements at Levels 3 and 4 by Gender, Language and Special Education Support:

Gender	HWDSB Female 42%	Province Female 55%	HWDSB Male 39%	Province Male 50%
Language	HWDSB Non-ESL 41%	Province Non-ESL 53%	HWDSB ESL 18%	Province ESL 30%
Special Education Support	HWDSB Not Receiving Support 46%	Province Not Receiving Support 59%	HWDSB Receiving Support 10%	Province Receiving Support 14%

Some differences existed among sub-groups:

- More girls (42%) than boys (39%) scored at Levels 3 and 4, a difference of 3%. Last year the differential was 4%. The provincial differential is 5%.
- More Grade 6 non-ESL students (41%) than Grade 6 ESL students (18%) scored at Levels 3 and 4, a differential of 23%. Last year the differential was 24%. The provincial differential is 23%. However 12% more ESL students achieved at Levels 3 and 4 provincially than in HWDSB.
- More Grade 6 students not receiving Special Education support (46%) than those receiving Special Education support (10%) achieved Level 3 and 4 results, a differential of 31%. Last year the differential was 35%. Provincially the differential this year is 45%. Provincially, 4% more students receiving Special Education support achieved at Levels 3 and 4 than in HWDSB.

Grade 6 Mathematics Achievements by Categories and Strands

The curriculum specifies four categories and five strands in the teaching of mathematics. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in mathematics.

Categories – Grade 6 Mathematics

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Problem Solving Analyses and uses appropriate strategies that lead to accurate solutions	Prov.	13% 14%	Prov.	40% 42%	Prov.	34% 36%	Prov.	5% 5%	All students Participating only
	HWDSB	18% 19%	HWDSB	41% 44%	HWDSB	28% 30%	HWDSB	3% 3%	All students Participating only
Understanding of Concepts Uses and explains required concepts and incorporates mathematical ideas and relationships	Prov.	9% 10%	Prov.	39% 42%	Prov.	40% 43%	Prov.	4% 4%	All students Participating only
	HWDSB	14% 15%	HWDSB	43% 46%	HWDSB	33% 35%	HWDSB	2% 2%	All students Participating only
Application of Mathematical Procedures Selects and accurately applies procedures (e.g., making a graph) and operations (e.g., adding and multiplying)	Prov.	8% 9%	Prov.	35% 37%	Prov.	46% 49%	Prov.	4% 4%	All students Participating only
	HWDSB	12% 13%	HWDSB	40% 43%	HWDSB	38% 41%	HWDSB	2% 2%	All students Participating only
Communication of Required Knowledge Uses clear explanations and correct mathematical language; analyses the reasonableness of solutions and gives clear and precise justifications	Prov.	15% 16%	Prov.	43% 46%	Prov.	29% 31%	Prov.	3% 3%	All students Participating only
	HWDSB	22% 23%	HWDSB	43% 46%	HWDSB	22% 24%	HWDSB	1% 2%	All students Participating only

- In all categories, 23 to 40% of Grade 6 students achieved at Levels 3 and 4. This is an improvement over last year when 23 to 35% scored at those levels. However, the provincial results show that 32 to 50% of Grade 6 students score at Levels 3 and 4.
- The performance of HWDSB Grade 6 students is 8 - 10% lower than the provincial results in all categories. This is similar to last year's performance. *Problem Solving* and *Communication of Required Knowledge* continue to be the weakest areas.
- With 40% of students in Levels 3 and 4, achievement is strongest in *Application of Mathematical Procedures* which is consistent with provincial results this year and the Board's results last year.
- The number of students scoring at Level 4 and in Level 1 has decreased both provincially and in HWDSB.

Strands – Grade 6 Mathematics

Each strand identifies a key area of knowledge and skills in the mathematics curriculum

Strand	Level 1		Level 2		Level 3		Level 4		
Number Sense and Numeration (e.g., adding, subtracting, multiplying and dividing numbers to describe and represent relationships)	Prov.	9% 10%	Prov.	36% 38%	Prov.	42% 44%	Prov.	7% 7%	All students Participating only
	HWDSB	13% 14%	HWDSB	39% 42%	HWDSB	36% 39%	HWDSB	4% 4%	All students Participating only
Geometry and Spatial Sense (e.g., using and applying knowledge of spatial relationships to identify, describe, compare, classify and analyse geometric properties and relationships)	Prov.	9% 9%	Prov.	40% 42%	Prov.	42% 44%	Prov.	3% 3%	All students Participating only
	HWDSB	14% 15%	HWDSB	44% 47%	HWDSB	32% 34%	HWDSB	2% 2%	All students Participating only
Measurement (e.g., estimating, measuring, calculating, comparing and recording using standard units)	Prov.	13% 14%	Prov.	39% 42%	Prov.	35% 37%	Prov.	6% 6%	All students Participating only
	HWDSB	19% 20%	HWDSB	40% 43%	HWDSB	29% 31%	HWDSB	3% 3%	All students Participating only
Patterning and Algebra (e.g., identifying, extending, creating and analysing patterns and justifying pattern rules)	Prov.	8% 9%	Prov.	34% 36%	Prov.	44% 47%	Prov.	7% 7%	All students Participating only
	HWDSB	12% 13%	HWDSB	37% 39%	HWDSB	39% 41%	HWDSB	4% 4%	All students Participating only
Data Management and Probability (e.g., using methods to gather, analyse, display and communicate information and examining probability concepts)	Prov.	10% 10%	Prov.	39% 41%	Prov.	38% 40%	Prov.	7% 7%	All students Participating only
	HWDSB	15% 16%	HWDSB	43% 45%	HWDSB	31% 33%	HWDSB	4% 4%	All students Participating only

- In all strands, 34 to 45% of Grade 6 students achieved at Levels 3 and 4. This represents a good improvement over last year when 22 to 36% of Grade 6 students achieved at Level 3 and 4.
- The performance of HWDSB Grade 6 students is 8 to 11% lower than the provincial results (this compares to the 8 to 9% lower results last year) in all strands.
- This year there has been a great decrease in the numbers of students at Level 1 and Level 4 as compared to last year. This matches provincial results.
- Achievement in Hamilton-Wentworth remains strongest in *Patterning and Algebra* (45% this year, 36% last year), and *Number Sense and Numeration* (43% this year, 33% last year) at Levels 3 and 4.
- Achievement in Hamilton-Wentworth is weakest in *Measurement* (34%). This is consistent with provincial results. *Geometry and Spatial Sense* (36%) and *Data Management and Probability* (37%) are slightly higher.

Other Findings

Analysis of Data on **Mathematics** from the Teacher, Student and Home Questionnaires for Grade 6:

The Teacher Questionnaire

- HWDSB Grade 6 teachers indicate that their comfort level in teaching aspects of Mathematics is quite high. These results are consistent with results at the provincial level.
 - For the four categories 95 to 97% of teacher reported that they are in the very comfortable and somewhat comfortable range.
 - For the five strands, results vary from 93 to 98% in the very comfortable and somewhat comfortable range.
- Similarly HWDSB teachers are very (55 to 82%), and somewhat comfortable (16 to 40%) with assessment methods. These results are consistent with provincial results.
- Student textbooks were the most accessible instructional materials (46% indicating very accessible), whereas software was reported as very accessible to only 10%.
- 25% of teachers in HWDSB (compared to 15% provincially) indicate their students spend less than 40 minutes of instructional time daily on mathematical activities while 53% (compared to 60% provincially) indicate between 40 and 60 minutes daily. 16% at both the Board and provincial level indicate their classes spend more than 60 minutes daily on mathematics.
- 34% of HWDSB Grade 6 teachers have less than 5 years teaching experience (compared to 30% provincially). 65% indicate that they have taught Grade 6 for less than 5 years (compared to 70% provincially).

The Student Questionnaire

- In Grade 6, 55% of boys and 44% of girls indicate that they like mathematics compared to 59% of boys and 43% of girls provincially. Last year in HWDSB, 50% of boys and 39% of girls indicated they liked mathematics.
- 59% of boys and 40% of girls think they are good at mathematics. This is consistent with provincial scores (59% and 40% respectively). This is an improvement over last year when 56% of boys and 37% of girls believed they were good at mathematics.
- Grade 6 students in Hamilton-Wentworth indicate they use a calculator (8% answered yes, 73% answered *sometimes*) to learn mathematics at school. This is consistent with Grade 6 students provincially (9% and 69% respectively). However fewer students indicated using a computer to do mathematics at school (4% answered yes, 24% answered *sometimes*). This is consistent with provincial results of 6% and 21% respectively.

The Home Questionnaire

- Involvement of Grade 6 parents in helping their child with mathematics is consistent with provincial results but slightly lower in every category. While 60% of parents provincially report helping their child with number questions, in HWDSB the percentage is 57%. Only 18% (compared to 22% provincially) help their child with dimensional figures and shapes and 25% (compared to 29% provincially) help their child with patterns. The reported involvement of Grade 6 parents is much less than that of Grade 3 parents.
- 51% of Grade 6 parents help their child with problem solving, compared to 55% provincially and 70% of Grade 3 parents.
- 82% of HWDSB parents are satisfied or very satisfied with mathematics instruction compared to 84% provincially.

Initial Observations and Recommendations: Mathematics (Grade 3 and 6)

Mathematics is essentially an integrated problem-solving activity. All five strands, or major areas of knowledge and skills in the mathematics curriculum, require students to engage in problem solving. Problem solving requires students to apply their understanding of concepts and mathematical procedures and to communicate what they are doing and to explain why they are doing it. In order to use mathematics effectively in real-life situations, students must integrate and apply knowledge and skills from all categories and strands of the mathematics curriculum.

In the *Provincial Report on Achievement*, EQAO made some recommendations for school boards, teachers and parents. The specific recommendations that follow are based on patterns and trends in the HWDSB results, but also reflect the EQAO recommendations. School and board personnel will want to look at these observations in light of their own school and board data and, where necessary, modify or add to them according to factors in their community.

NEW RECOMMENDATIONS

- That HWDSB review the level of implementation of the Hamilton-Wentworth/Peel Numeracy Project and system in-service to support improved mathematics instruction and assessment for all schools.
- That teachers focus on mathematics instruction and assessment on the overall and specific curriculum expectations for the grade they are teaching.
- That school administrators facilitate the delivery of system in-service at the school level to ensure that all teachers have the opportunity to develop their instructional skills in mathematics.
- That schools offer assistance to parents in understanding the new mathematics curriculum and consider offering Curriculum Nights, Family Math programs and other strategies for parents to support student learning in mathematics at home.
- That parents take advantage of school/board sessions designed to improve their ability to support their child's mathematical learning at home.

CONTINUED RECOMMENDATIONS

- That HWDSB personnel provide a variety of in-service opportunities for all elementary teachers to help them focus on teaching and assessing student learning in *Communication of Required Knowledge, Problem Solving, Geometry and Spatial Sense and Measurement*.
- That HWDSB personnel provide teachers with support to help ESL students with mathematics.
- That HWDSB continue to allocate system resources (human and material) to provide teachers with the support they require to implement the curriculum, assess student learning in their classrooms, and understand and use assessment results to review and improve program.
- That parents increase opportunities for students to apply their mathematical skills to real-life situations beyond the classroom.
- That students in the primary division recognize mathematics in their everyday lives based on school and home real-life mathematical experiences.
- That students in the junior and intermediate divisions take responsibility for their learning in mathematics both inside and outside of the classroom.

READING: Grade 3

Grade 3 Overall Achievements in Reading Percentage of Grade 3 Students at Each Level

Overall Level of Achievement in Reading (based on knowledge/skills categories and multiple-choice component in 1999 and 2000)	Level 1		Level 2		Level 3		Level 4		All students Participating only
	Prov.	8%	Prov.	30%	Prov.	43%	Prov.	6%	
		9%		33%		47%		6%	
	HWDSB 2000	9%	HWDSB 2000	31%	HWDSB 2000	42%	HWDSB 2000	4%	
		10%		33%		46%		5%	
The Overall Achievement in Reading in 1998 was based on the knowledge/skills categories only	HWDSB 1999	12%	HWDSB 1999	35%	HWDSB 1999	39%	HWDSB 1999	4%	All students Participating only
		13%		38%		42%		4%	
	HWDSB 1998	5%	HWDSB 1998	33%	HWDSB 1998	42%	HWDSB 1998	4%	All students Participating only
		6%		36%		45%		4%	

Missing Data:

- 3% provided insufficient information to be scored and 7% were exempted from participating in the reading portion of the assessment. These results are somewhat higher than with the provincial results (5% exempt, 2% insufficient evidence to score).

Levels 3 and 4: *meets or exceeds the provincial standard*

- 46% of all HWDSB Grade 3 students achieved at Levels 3 (42%) and 4 (4%) in reading which is 3% lower than provincial results.
- This is an improvement of 3% from the 1998-1999 results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of reading skills.

Level 2: *approaches the provincial standard*

- 31% of all HWDSB students achieved at Level 2. This is consistent with provincial results (31%) and shows a decrease over 1998-1999 results (35%).
- These students demonstrate and communicate *some* knowledge, understanding and application of reading skills.

Level 1: *falls much below the provincial standard*

- 9% of HWDSB Grade 3 students achieved at Level 1. This is a decrease of 3% over the 1998-1999 results (12%). The provincial percentage is 8% for Level 1.
- These students demonstrate and communicate *limited* knowledge, understanding and application of reading skills.

Grade 3 Overall **Reading** Achievements at Levels 3 and 4 by Gender,
Language, Special Education Support and French Immersion:

Gender	HWDSB Female 52%	Province Female 56%	HWDSB Male 41%	Province Male 43%
Language	HWDSB Non-ESL 48%	Province Non-ESL 50%	HWDSB ESL 17%	Province ESL 21%
Special Education Support	HWDSB Not Receiving Support 54%	Province Not Receiving Support 57%	HWDSB Receiving Support 13%	Province Receiving Support 11%
French Immersion	*Students in Hamilton-Wentworth completed the Reading component in English		HWDSB 45%	Province 40%

Some differences existed among sub-groups:

- More Grade 3 girls (52%) than boys (41%) scored at Levels 3 and 4. Last year girls (48%) also outscored boys (37%). The difference for both years is 11%.
- More Grade 3 non-ESL students (48%) than Grade 3 ESL students (17%) scored at Levels 3 and 4. The differential is 31%. Last year the scores were 44% and 15% respectively, a difference of 29%.
- More Grade 3 ESL students provincially (21%) than HWDSB students (17%) scored at Levels 3 and 4, a difference of 4%. Last year ESL students provincially scored 21% while HWDSB students scored 15% - a difference of 6%.
- More Grade 3 students not receiving Special Education support (54%) than Grade 3 students receiving support (13%) scored at Levels 3 and 4, a differential of 41%. Last year the students not receiving Special Education support were 50% while students receiving Special Education support had 12% scoring at Levels 3 and 4 - a difference of 38%.
- French Immersion students scored higher in HWDSB than their provincial counterparts.

Grade 3 Reading Achievements by Categories

The curriculum specifies four categories in the teaching of the language strand of reading. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in reading.

Categories – Grade 3 Reading

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Reasoning Selects, describes, interprets, analyses relevant information and ideas from a text to show understanding	Prov.	15% 16%	Prov.	45% 48%	Prov.	27% 29%	Prov.	3% 3%	All students Participating only
	HWDSB	17% 18%	HWDSB	45% 49%	HWDSB	26% 28%	HWDSB	2% 2%	All students Participating only
Communication Uses the information and ideas in different contexts by connecting them to personal knowledge and experiences and to other readings	Prov.	17% 18%	Prov.	46% 50%	Prov.	24% 26%	Prov.	3% 3%	All students Participating only
	HWDSB	18% 20%	HWDSB	47% 52%	HWDSB	22% 24%	HWDSB	2% 2%	All students Participating only
Organization of Ideas Identifies and describes different organizational forms and characteristics of texts (stories, articles and poems) and uses this knowledge to aid understanding	Prov.	20% 21%	Prov.	38% 41%	Prov.	25% 28%	Prov.	3% 4%	All students Participating only
	HWDSB	21% 23%	HWDSB	37% 41%	HWDSB	23% 25%	HWDSB	2% 3%	All students Participating only
Application of Language Conventions Identifies and explains the use of appropriate language conventions (e.g., phonics, spelling, grammar, punctuation and style)	Prov.	15% 17%	Prov.	31% 33%	Prov.	36% 39%	Prov.	7% 8%	All students Participating only
	HWDSB	16% 18%	HWDSB	31% 34%	HWDSB	34% 38%	HWDSB	6% 7%	All students Participating only

- In all categories, 24 to 40% of Grade 3 students achieved at Levels 3 and 4. The provincial range is 28 to 43%. Last year 40 to 63% of Grade 3 students achieved at Levels 3 and 4. There has been a significant decrease in the numbers achieving at Level 4 both in HWDSB and provincially.
- The highest category is *Application of Language Conventions* (40%). The other categories cluster around the 25% mark.
- The numbers of Grade 3 students performing at level 1 have increased since last year's Board results but are consistent with this year's provincial results.

Other Findings

Analysis of Data on **Reading** from the Teacher, Student and Home Questionnaires for Grade 3:

The Teacher Questionnaire

The following summary is based on data gathered at the Provincial Level:

- 97% of HWDSB Grade 3 teachers report using phonics cues as a teaching strategy "at least a few times a month", compared to 96% provincially.
- 91 to 97% of HWDSB teachers indicate that they are "somewhat comfortable" or "very comfortable" teaching the four reading categories. This matches the provincial results (93 to 96%).
- The percentage of Grade 3 teachers who report doing various higher-order activities "a few times a week or more" varies. For example, 52% (compared to 57% provincially) report teaching students to evaluate information and ideas from their reading but only 25% (compared to 34% provincially) report teaching students to recognize various levels of meaning in a text.
- HWDSB Grade 3 teachers do not indicate high discomfort assessing students' achievement in reading. Less than 7% of Grade 3 teachers (compared to less than 6% provincially) are "very uncomfortable" or "somewhat uncomfortable" assessing student achievement in all four categories.

The Student Questionnaire

- In Grade 3, 84% of girls and 69% of boys indicate they like to read. This is an increase of 3% for boys over 1998-1999. Provincially, 83% of girls and 70% of boys indicate they like to read.
- In Grade 3, 69% of girls and 63% of boys feel they are good at reading, compared to 66% and 61% respectively at the provincial level. Last year, 69% of girls and 61% of boys felt that they were good at reading. (65% of girls and 59% of boys provincially).
- In Grade 3, 58% of girls and 49% of boys indicate that they do reading that is not part of their work for school, compared to 60% of girls and 51% of boys provincially.
- 16% of girls and 22% of boys indicate that they read newspapers compared to 16% and 24% provincially.

The Home Questionnaire

- 73% of parents indicate that they talk to their child about what he or she is reading, a figure consistent with provincial findings (72%). This is an improvement over last year (70%).
- 52% of Grade 3 parents, similar to last year, indicate that they read to their child a few times a week or more. This compares with the provincial findings of 56%.
- 73% of Grade 3 parents listen to their child read a few times a week or more (75% provincially). Last year the HWDSB results indicated 70% of parents listened to their child read.

READING: Grade 6

Grade 6 Overall Achievements in Reading Percentage of Grade 6 Students at Each Level

Overall Level of Achievement in Reading (based on knowledge/skills categories and multiple-choice component)	Level 1		Level 2		Level 3		Level 4		
	Prov.	8%	Prov.	32%	Prov.	43%	Prov.	8%	
		8%		34%		45%		9%	
	HWDSB 2000	11%	HWDSB 2000	37%	HWDSB 2000	37%	HWDSB 2000	5%	
		11%		39%		39%		5%	All students Participating only
	HWDSB 1999	12%	HWDSB 1999	36%	HWDSB 1999	35%	HWDSB 1999	7%	All students Participating only
		13%		39%		37%		7%	

Missing Data:

- 6% provided insufficient information to be scored and 5% were exempted from participating in the reading portion of the assessment. Provincial results indicated that 5% were exempt and 4% provided insufficient data for scoring.

Levels 3 and 4: *meets or exceeds the provincial standard*

- 42% of all HWDSB Grade 6 students achieved at Levels 3 (37%) and 4 (5%) in reading which is 9% lower than provincial results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of reading skills.

Level 2: *approaches the provincial standard*

- 37% of all HWDSB Grade 6 students achieved at Level 2 compared to 32% provincially. Last year 36% of HWDSB Grade 6 students scored at this level.
- These students demonstrate and communicate *some* knowledge, understanding and application of reading skills.

Level 1: *falls much below the provincial standard*

- 11% of all Grade 6 students achieved at Level 1 compared to 8% provincially.
- These students demonstrate and communicate *limited* knowledge, understanding and application of reading skills.

Grade 6 Overall Reading Achievements at Levels 3 and 4 by Gender, Language and Special Education Support:

Gender	HWDSB Female 51%	Province Female 60%	HWDSB Male 33%	Province Male 43%
Language	HWDSB Non-ESL 43%	Province Non-ESL 52%	HWDSB ESL 7%	Province ESL 18%
Special Education Support	HWDSB Not Receiving Support 48%	Province Not Receiving Support 58%	HWDSB Receiving Support 9%	Province Receiving Support 12%

Some differences existed among sub-groups:

- More Grade 6 girls (51%) than boys (33%) scored at Levels 3 and 4; a difference of 18%. Last year the difference was 15%. Provincially the differential this year is 17%.
- More non-ESL Grade 6 students (43%) than Grade 6 ESL students (7%) scored at Levels 3 and 4; a difference of 36%, an improvement on 39% last year. Provincially the differential is similar
- More Grade 6 ESL students provincially (18%) than HWDSB Grade 6 ESL students (7%) scored at Levels 3 and 4 - a difference of 11%, an improvement over 13% last year.
- More Grade 6 students not receiving Special Education support (48%) than Grade 6 students receiving Special Education support (9%) scored at Levels 3 and 4 - a difference of 39%. Last year the differential was 42%.

Grade 6 Reading Achievements by Categories

The curriculum specifies four categories in the teaching of the language strand of reading. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in reading.

Categories – Grade 6 Reading

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Reasoning Selects, describes, interprets, judges, summarizes and analyses relevant information and ideas from a text to show understanding	Prov.	11% 12%	Prov.	44% 47%	Prov.	31% 22%	Prov.	5% 5%	All students Participating only
	HWDSB	15% 16%	HWDSB	47% 51%	HWDSB	25% 27%	HWDSB	3% 3%	All students Participating only
Communication Explains his or her interpretation of a text and support that interpretation with evidence from the text and from his or her knowledge and experiences	Prov.	12% 12%	Prov.	45% 48%	Prov.	29% 31%	Prov.	6% 6%	All students Participating only
	HWDSB	16% 17%	HWDSB	49% 52%	HWDSB	23% 24%	HWDSB	3% 3%	All students Participating only
Organization of Ideas Identifies and describes different organizational forms and characteristics of texts (e.g., short stories, novels, articles and poems) and uses this knowledge to aid understanding	Prov.	13% 14%	Prov.	42% 45%	Prov.	31% 33%	Prov.	5% 5%	All students Participating only
	HWDSB	19% 20%	HWDSB	44% 47%	HWDSB	24% 26%	HWDSB	3% 3%	All students Participating only
Application of Language Conventions Identifies and explains the use of appropriate language conventions and conventions of texts (e.g., spelling, grammar, punctuation and style)	Prov.	19% 21%	Prov.	32% 34%	Prov.	32% 34%	Prov.	7% 8%	All students Participating only
	HWDSB	25% 26%	HWDSB	31% 33%	HWDSB	28% 30%	HWDSB	5% 5%	All students Participating only

- In all categories, 26 to 33% of Grade 6 students achieved at Levels 3 and 4. Provincially the range is 35 to 39%. HWDSB students trail the provincial results by 6 to 9%. Last year our students scored 30 to 46% at Levels 3 and 4. However, it should be noted that at the provincial level as well as for HWDSB there has been a large increase in the number of students at Levels 1 and 2 with a significant decrease in the number of students at Level 4.
- Only one category, *Application of Language Conventions*, scores over the 30% mark.
- The other three categories score in the high 20% range. Both provincially and locally, over 40% and sometimes close to 50% of students achieved at Level 2 while at least 10% and sometimes close to 20% scored at Level 1.
- The pattern across all the categories is lower than, but consistent with, the provincial pattern of results (e.g., provincially and locally *Application of Language Conventions* had the greatest number of students achieving at Levels 3 and 4).

Other Findings

Analysis of Data on **Reading** from the Teacher, Student and Home Questionnaires for Grade 6:

The Teacher Questionnaire

- 44% of Grade 6 teachers in HWDSB report that their students spend 40 minutes a day or less on reading-related activities; 39% report 41-60 minutes and only 6% report over 60 minutes daily. Provincially, 26% report 40 minutes or less, 33% report 41-60 minutes and 12% report over 60 minutes daily.
- Grade 6 HWDSB teachers report that they are very or somewhat comfortable in teaching the four reading categories, with ranges from 93 to 98% as compared to the provincial range of 92 to 97%. Last year over 85% of the Grade 6 teachers reported in the same range of comfort related to teaching the four reading categories.
- Similarly 92 to 96% of HWDSB Grade 6 teachers reported they were somewhat or very comfortable assessing the four reading categories. This matches to the provincial range of 90 to 96 %. Last year, Grade 6 teachers indicated a slightly higher level of discomfort assessing students' achievement in reading, although they indicate more discomfort in some categories than in others.
- A minority of HWDSB teachers are indicating that they teach reading strategies that promote higher order thinking skills at least a few times a week. For example, 19% locally, compared with 33% provincially, teach students to recognize various levels of meaning within a text at least a few times a week and 41% as opposed to 56% provincially have students evaluate ideas, information, and features of text in their reading.

The Student Questionnaire

- In Grade 6, 65% of girls and 59% of boys in HWDSB indicate that they believed they were good readers. This is consistent with provincial scores of 66% and 59% respectively. Last year, 66% of girls and 57% of boys feel that they are good at reading, compared to 64% of girls and 58% of boys provincially.
- In Grade 6, 58% of girls and 44% of boys in HWDSB indicate that they do reading that is not part of schoolwork, compared to 65% and 50% provincially. Last year 56% of girls and 39% of boys indicated that they did reading that was not a part of their work for school, compared to 62% of girls and 47% of boys provincially.
- 49% of HWDSB Grade 6 boys and 65% of girls indicate that they liked to read, compared to 56% and 72% provincially. Last year 66% of girls and 47% of boys indicate they like to read, compared to 71% of girls and 55% of boys provincially. The improvement in the attitudes of boys is encouraging, but we continue to be lower than the provincial results.
- Magazines were popular with Grade 6 students. 78% of girls and 62% of boys indicate that they liked to read magazines. On the other hand newspapers scored low with only 17% of girls and 24% of boys indicating they like to read papers. These results were very consistent with provincial levels.

The Home Questionnaire

- 56% of Grade 6 parents in HWDSB talk to their children about what he or she is reading at least a few times a week compared to 55% provincially. This rate, however, is lower than the rate at Grade 3 (73%). Last year, 53% of Grade 6 parents indicated they assisted their child(ren) with reading by talking about what he or she is reading compared to 70% of Grade 3 parents.
- 75% of Grade 6 parents in HWDSB and across Ontario encourage their child(ren) to read materials that are not part of schoolwork at least a few times a week, compared to 79% who did this at the Grade 3 level. Last year, 74% of Grade 6 parents encouraged their child(ren) to read materials that were not related to schoolwork compared to 70% of Grade 3 parents.
- 34% of HWDSB Grade 6 parents, compared to 38% provincially, listen to their child read. However, this is less than half the percentage of Grade 3 parents who listen to their child read (73%). Last year 33% of Grade 6 parents listened to their child(ren) read compared to 52% of Grade 3 parents.
- 24% of Grade 6 parents read with their child(ren) a few times a week or more compared to 59% of Grade 3 parents.

Initial Observations and Recommendations: Reading (Grades 3 & 6)

Although reading involves learning discrete skills and strategies, the act of reading is essentially a process in which the reader uses a variety of different skills to derive meaning from what is being read. An effective reader brings a wide variety of reading skills and experience to a text and can grasp, interact with and apply the ideas and information in a personal context. Students need frequent opportunities to read widely for different purposes and to discuss the information and ideas in what they have read.

In the *Provincial Report on Achievement*, EQAO made some recommendations for school boards, teachers and parents. The specific recommendations that follow are based on patterns and trends in the HWDSB results, but also reflect the EQAO recommendations. School staffs will want to look at these observations in light of their own school data and, where necessary, modify or add to them according to factors in their particular school community.

NEW RECOMMENDATIONS

- That HWDSB provide resources (human and material) for in-service sessions and workshops to support improved reading instruction and assessment.
- That in-service for primary teachers on the Literacy Guidelines be provided across the system to assist teachers in selecting, designing and assessing reading programs to improve student performance.
- That the Board develop Junior and Intermediate sections of the Literacy Guidelines to assist junior and intermediate teachers in improving reading instruction and assessment.
- That HWDSB personnel provide a variety of opportunities for teachers to help them focus on teaching and assessing student learning in *Reasoning, Communication and Organization of Ideas* to improve student comprehension (e.g., in-services, teacher sharing sessions etc.).
- That teachers focus their reading instruction and assessment specifically on the expectations for the grade they are teaching while at the same time recognizing the continuum of skills development throughout the curriculum.
- That junior and intermediate teachers reflect on their understanding and use of instructional and assessment strategies in all categories since HWDSB Grade 6 results are below provincial results in all area of reading despite the general levels of comfort teachers express in their teaching and assessment methods.
- That teachers, working with their school administrator, recognize the cross-curricular nature of their reading program by embedding instruction in reading skills and reading-related activities in all subjects.
- That teachers consider individual and gender differences by considering student interests as expressed through the Student Questionnaire and then providing a variety of reading materials which reflect the interest of their students, and which promote reading at both home and school.
- That schools offer strategies and assistance to parents in supporting their child's development of reading skills at home.
- That parents take advantage of school/board sessions or strategies designed to improve their ability to support their child's reading development at home.

CONTINUED RECOMMENDATIONS

- That HWDSB personnel provide support for teachers to help ESL students in reading.
- That *it is particularly critical* for teachers to continue to consider the learning needs of students in ESL programs and those receiving Special Education support when delivering programs.
- That HWDSB allocate sufficient resources (e.g., early intervention programs) to support the significant number of students achieving at Levels 1 and 2.
- That teachers refine their programs to promote growth in learning for the students performing at Levels 1 and 2 how may be at-risk and require modifications and/or accommodations.
- That parents of primary division students continue to assist their child(ren) with reading, listen to their child(ren) read, and read to their child(ren) more frequently.
- That parents of junior and intermediate division students read with and listen to their child(ren) read much more frequently and talk with their child(ren) about what has been read in order to increase their understanding.
- That students in the primary, junior and intermediate divisions increase the amount of reading done outside the classroom.
- That students in the junior and intermediate divisions select a greater variety of reading materials (e.g., newspaper, poetry).

WRITING: Grade 3

Grade 3 Overall Achievements in Writing Percentage of Grade 3 Students at Each Level

Overall Level of Achievement in Writing (based on knowledge/skills categories and multiple choice component in 2000)	Level 1		Level 2		Level 3		Level 4		
	Prov.	1% 1%	Prov.	36% 39%	Prov.	45% 48%	Prov.	7% 7%	
	HWDSB 2000	1% 1%	HWDSB 2000	36% 39%	HWDSB 2000	45% 49%	HWDSB 2000	6% 7%	All students Participating only
(based on knowledge/skills categories only in 1998 and 1999)	HWDSB 1999	2% 2%	HWDSB 1999	39% 42%	HWDSB 1999	46% 49%	HWDSB 1999	5% 6%	All students Participating only
	HWDSB 1998	4% 4%	HWDSB 1998	39% 42%	HWDSB 1998	42% 45%	HWDSB 1998	6% 6%	All students Participating only

Missing Data:

- 9% of the Grade 3 students were not included in this analysis which is identical to the 1997-1998 results.
- 4% provided insufficient information to be scored, and 7% were exempted from participating in the writing portion of the assessment. These percentages are consistent with numbers of students provincially who were not included in the analysis (4% and 6% respectively).

Levels 3 and 4: *meets or exceeds the provincial standard*

- 51% of all HWDSB Grade 3 students achieved at Levels 3 (46%) and 4 (5%) in writing which matches the provincial results (52%).
- This result matches the 1998-1999 HWDSB results.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of writing.

Level 2: *approaches the provincial standard*

- 36% of all HWDSB Grade 3 students achieved at Level 2 compared to 36% provincially. Last year, 39% of all HWDSB Grade 3 students achieved at Level 2 compared to 37% provincially.
- These students demonstrate and communicate *some* knowledge, understanding and application of writing skills.

Level 1: *falls much below the provincial standard*

- 1% of HWDSB Grade 3 students achieved at Level 1. This is a decrease from 2% last year.
- The results are consistent with provincial results.
- These students demonstrate and communicate *limited* knowledge, understanding and application of writing skills.

**Grade 3 Overall Writing Achievements at Levels 3 and 4 by Gender,
Language, Special Education Support and French Immersion:**

Gender	HWDSB Female 59%	Province Female 60%	HWDSB Male 43%	Province Male 44%
Language	HWDSB Non-ESL 52%	Province Non-ESL 53%	HWDSB ESL 26%	Province ESL 24%
Special Education Support	HWDSB Not Receiving Support 60%	Province Not Receiving Support 60%	HWDSB Receiving Support 13%	Province Receiving Support 12%
French Immersion	*Students in Hamilton-Wentworth completed the Writing component in English		HWDSB 52%	Province 41%

Some differences existed among sub-groups:

- More Grade 3 girls (59%) than boys (43%) scored at Levels 3 and 4 - a difference of 16%. Last year the difference was 17%.
- More Grade 3 non-ESL students (52%) than Grade 3 ESL students (26%) scored at Levels 3 and 4 - a difference of 26%. Last year the difference was 23%.
- More HWDSB Grade 3 ESL students (26%) than Grade 3 students provincially (24%) scored at Levels 3 and 4 - a difference of 2%. Last year the difference was 5% in favour of the province.
- More Grade 3 students not receiving Special Education support (60%) than Grade 3 students receiving Special Education support (13%) scored at Levels 3 and 4 - a difference of 47%. Last year the difference was 43%.
- More Grade 3 HWDSB French Immersion students (52%) than French Immersion students provincially (41%) scored at Levels 3 and 4. This is consistent with last year's results although the gap has widened.

Grade 3 Writing Achievements by Categories

The curriculum specifies four categories in the teaching of the language strand of writing. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in reading.

Categories – Grade 3 Writing

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Reasoning Understands the purpose of the writing task, develops ideas and relates them to the purpose of the task and to each other	Prov.	7% 7%	Prov.	54% 57%	Prov.	28% 30%	Prov.	3% 4%	All students Participating only
	HWDSB	6% 7%	HWDSB	55% 60%	HWDSB	26% 29%	HWDSB	2% 3%	All students Participating only
Communication Uses appropriate writing techniques, including vocabulary, imagery and sentence variety to create a tone (i.e., the writer's voice) and writes for a specific audience	Prov.	6% 6%	Prov.	46% 49%	Prov.	34% 36%	Prov.	6% 6%	All students Participating only
	HWDSB	5% 6%	HWDSB	47% 52%	HWDSB	32% 35%	HWDSB	5% 6%	All students Participating only
Organization of Ideas Shows evidence of a logical plan and/or focus, and presents connected ideas	Prov.	8% 8%	Prov.	53% 57%	Prov.	27% 29%	Prov.	3% 3%	All students Participating only
	HWDSB	7% 8%	HWDSB	54% 59%	HWDSB	27% 29%	HWDSB	2% 3%	All students Participating only
Application of Language Conventions Applies language conventions correctly (spelling, grammar, punctuation, etc.)	Prov.	9% 9%	Prov.	43% 46%	Prov.	34% 37%	Prov.	5% 6%	All students Participating only
	HWDSB	7% 8%	HWDSB	43% 47%	HWDSB	35% 38%	HWDSB	5% 5%	All students Participating only

- In all categories, 28 to 40% of HWDSB Grade 3 students achieved at Levels 3 and 4. These scores are fairly consistent with the provincial scores, which range from 31 to 40%. Last year 42 to 55% of Grade 3 students achieved at Levels 3 and 4.
- The strongest showing is in the category *Application of Language Conventions*, where HWDSB students slightly outscored the province in Levels 3 and 4. This year 40% of students achieved at that level while last year 55% of Grade 3 students were achieving at Levels 3 and 4. For all categories, the difference between the HWDSB results and provincial results is never more than 3% at Levels 3 and 4.
- The numbers of Grade 3 students performing at Level 4 have decreased since last year's Board results but are consistent with this year's provincial results. Similarly the number of Level 1 students has increased both locally and provincially.

Other Findings

Analysis of Data on **Writing** from the Teacher, Student and Home Questionnaires for Grade 3:

The Teacher Questionnaire

- 17% of HWDSB teachers have students engage in writing-related activities 40 minutes a day or less, 45% provide 41 to 60 minutes daily, and 11% provide over 60 minutes a day. At the provincial level, 22% offer 40 minutes or less, 40% offer between 40 and 60 minutes with 10% over 60 minutes. Last year over 75% of Grade 3 teachers spent more than 40 minutes a day on writing and related activities but this year only 56% indicate that level of time allocation.
- Between 94 and 96% of the HWDSB Grade 3 teachers indicate they are "somewhat comfortable" or very comfortable teaching the various writing categories. This compares to 92 to 96% provincially. Last year 85% of the teachers indicated this comfort level.
- 90 to 96% of HWDSB Grade 3 teachers indicate that they are very or somewhat comfortable with assessing the writing categories. This result is consistent with provincial figures of 91 to 95%.
- 86% of Grade 3 teachers in the Board (compared to 89% provincially) indicate that they use pre-writing, revising and editing stages of the writing process "at least a few times a month". These results are consistent with last year when over 85% of Grade 3 teachers indicated using these stages "at least a few times a month".
- Grade 3 teachers place a strong emphasis on teaching their students spelling, punctuation and grammar "at least weekly". 45 to 90% indicated that they taught aspects of language conventions "at least a few times a week".
- Grade 3 teachers indicate they focus infrequently on writing for different purposes or audiences. 21 to 29% of HWDSB Grade 3 teachers do this "at least a few times a week", compared to 25 to 38% provincially.

The Student Questionnaire

- In Grade 3, 74% (73% provincially) of girls and 59% (59% provincially) of boys indicate they like to write. These results are very consistent with last year (73 and 58% respectively).
- 64% of Grade 3 girls and 53% of boys feel that they are good at writing compared to 60% of girls and 51% of boys provincially. This result is consistent with last year's scores.
- In Grade 3, 55% of girls and 42% of boys indicate that they do writing that is not part of their work for school, compared to 57% of girls and 45% of boys provincially. These were exactly the same results as last year.

The Home Questionnaire

- 76% of HWDSB Grade 3 parents, compared to 77% provincially, listen to what their child has written at least a few times a week.
- 78% of HWDSB Grade 3 parents, compared to 77% provincially, talk to their child about what he/she has written.
- 56% of HWDSB Grade 3 parents, compared to 54% provincially, encourage their child to do writing that is not part of his/her schoolwork.
- 64% of HWDSB Grade 3 parents, compared to 67% provincially, give their child ideas to improve what he or she has written.
- These results are consistent with last year's findings.

WRITING: Grade 6

Grade 6 Overall Achievements in Writing Percentage of Grade 6 Students at Each Level

Overall Level of Achievement in Writing (based on knowledge/skills categories and multiple choice component in 2000)	Level 1		Level 2		Level 3		Level 4		
	Prov.	8%	Prov.	34%	Prov.	38%	Prov.	10%	
		8%		36%		40%		11%	All students Participating only
	HWDSB 2000	10%	HWDSB 2000	39%	HWDSB 2000	33%	HWDSB 2000	8%	All students Participating only
		10%		41%		35%		8%	
(based on knowledge/skills categories only in 1999)	HWDSB 1999	9%	HWDSB 1999	39%	HWDSB 1999	34%	HWDSB 1999	9%	All students Participating only
		10%		41%		36%		9%	

Missing Data

- 3% provided insufficient information to be scored, 5% were exempted from participating in the writing portion of the assessment and 1% provided no data.
- These percentages are consistent with numbers of students provincially who were not included in the assessment (2% insufficient information, 5% exempt, 1% no data).

Levels 3 and 4: *meets or exceeds the provincial standard*

- 41% of all HWDSB Grade 6 students achieved at Levels 3 (34%) and 4 (9%) in writing, which is 9% lower than provincial results. Last year the gap was 4%.
- These students demonstrate and communicate *extensive to in-depth* knowledge, understanding and application of writing skills.

Level 2: *approaches the provincial standard*

- 39% of all HWDSB Grade 6 students achieved at Level 2 compared to 34% provincially. This is consistent with last year's results.
- These students demonstrate and communicate *some* knowledge, understanding and application of writing skills.

Level 1: *falls much below the provincial standard*

- 10% of all HWDSB Grade 6 students achieved at Level 1 compared to 8% in the provincial results.
- These students demonstrate and communicate *limited* knowledge, understanding and application of writing skills.

Grade 6 Overall **Writing** Achievement at Levels 3 and 4 by Gender,
Language and Special Education Support:

Gender	HWDSB Female 51%	Province Female 59%	HWDSB Male 32%	Province Male 39%
Language	HWDSB Non-ESL 42%	Province Non-ESL 50%	HWDSB ESL 8%	Province ESL 15%
Special Education Support	HWDSB Not Receiving Support 47%	Province Not Receiving Support 56%	HWDSB Receiving Support 9%	Province Receiving Support 10%

Some differences existed among sub-groups:

- More Grade 6 girls (51%) than boys (32%) scored at Levels 3 and 4 - a difference of 19%. Last year the differential was 21%.
- More Grade 6 non-ESL students (42%) than Grade 6 ESL students (8%) scored at Levels 3 and 4 - a difference of 34%. Last year the difference was 32%.
- More Grade 6 ESL students provincially (15%) than HWDSB Grade 6 ESL students (8%) scored at Levels 3 and 4 - a difference of 7%. Last year the difference was 11%.
- More Grade 6 students not receiving Special Education support (47%) than Grade 6 students receiving Special Education support (9%) scored at Levels 3 and 4 - a difference of 38%. This matches last year's differential of 39%. The provincial differential is 46%.

Grade 6 Writing Achievements by Categories

The curriculum specifies four categories in the teaching of the language strand of writing. EQAO structured its assessment to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in reading.

Categories – Grade 6 Writing

Knowledge/Skills Categories	Level 1		Level 2		Level 3		Level 4		
Reasoning Understands the purpose of the writing task, develops ideas and relates them to the purpose of the task and to each other	Prov.	4%	Prov.	41%	Prov.	40%	Prov.	7%	All students
		4%		44%		42%		7%	Participating only
	HWDSB	6%	HWDSB	46%	HWDSB	35%	HWDSB	5%	All students
		6%		48%		37%		5%	Participating only
Communication Uses appropriate writing techniques, including vocabulary, imagery and sentence variety to create a tone (i.e., the writers voice) appropriate for a specific audience	Prov.	4%	Prov.	38%	Prov.	40%	Prov.	10%	All students
		4%		41%		43%		10%	Participating only
	HWDSB	4%	HWDSB	44%	HWDSB	36%	HWDSB	6%	All students
		5%		47%		38%		7%	Participating only
Organization of Ideas Organizes ideas and information logically in sentences, in paragraphs and within the overall organization	Prov.	5%	Prov.	42%	Prov.	39%	Prov.	7%	All students
		5%		44%		41%		8%	Participating only
	HWDSB	6%	HWDSB	48%	HWDSB	32%	HWDSB	5%	All students
		6%		51%		34%		5%	Participating only
Application of Language Conventions Applies language conventions correctly (spelling, grammar, punctuation and style)	Prov.	4%	Prov.	35%	Prov.	45%	Prov.	9%	All students
		4%		37%		47%		9%	Participating only
	HWDSB	4%	HWDSB	40%	HWDSB	41%	HWDSB	6%	All students
		4%		42%		44%		7%	Participating only

- In all categories, 37 to 47% of Grade 6 students achieved at Levels 3 and 4.
- One category, *Organization of Ideas*, shows results in the high 30% range, while the other categories are in the 40% range. This is an improvement over last year when only two categories; *Communication* and *Application of Language Conventions* were in the 40% range for Levels 3 and 4. A slight improvement has been shown in *Reasoning* but *Organization of Ideas* is still behind the other strands and the provincial results.
- The pattern across all the categories is 7 to 9% lower than, but consistent with the provincial pattern of results (e.g., provincially and locally *Application of Language Conventions* had the greatest number of students achieving at Levels 3 and 4).

Other Findings

Analysis of Data on **Writing** from the Teacher, Student and Home Questionnaires for Grade 6:

The Teacher Questionnaire

- 54% of HWDSB Grade 6 teachers indicate that their students spend 40 minutes or less on writing-related activities daily. 35% indicate 41 to 60 minutes daily, and only 5% indicate a greater time allocation. Provincially, 34% of Grade 6 teachers spend 40 minutes or less a day on writing and related activities, 35% indicate 41 to 60 minutes and 10% indicate over 60 minutes.
- 92 to 98% of HWDSB Grade 6 teachers indicate they are "very" or "somewhat comfortable" teaching the various writing categories. This is an improvement over the two-thirds of Grade 6 teachers who indicated this level of comfort last year. The local results are very consistent with the provincial results (94 to 98%).
- Over 83% of Grade 6 teachers indicate they use the prewriting, revising and editing stages of the writing process "at least a few times a month" as compared to over 89% at the provincial level.
- Grade 6 teachers place an emphasis on teaching their students spelling, punctuation and grammar with at least 59% (compared to 62% provincially) indicating that they deal with these topics "at least weekly".
- Grade 6 teachers indicate they focus infrequently on writing for different purposes or audiences. 23 to 33% (compared to 24 to 37% provincially) indicated dealing with these topics "at least a few times weekly".
- 91 to 97% of HWDSB Grade 6 teachers indicate they are "very" or "somewhat comfortable" assessing the various categories of writing. This is consistent with provincial findings (94 to 97%).

The Student Questionnaire

- 61% of HWDSB Grade 6 girls and 41% of boys indicate they like to write, compared to 59% and 43% respectively at the provincial level. Last year 58% of girls and 38% of boys indicated they like to write, compared to 58% of girls and 43% of boys provincially.
- In Grade 6, 52% of girls and 46% of boys feel that they are good at writing, compared to 50% of girls and 43% of boys provincially. These figures are consistent with last year's results (54% girls and 45% of boys locally with provincial rates of 50% and 44%).
- In Grade 6, 55% of girls and 36% of boys indicate that they do writing that is not part of their work for school, compared to 52% of girls and 38% of boys provincially.

The Home Questionnaire

- 59% of Grade 6 parents listen to what their child has written at least a few times a week, compared to 60% provincially. This figure shows a decline from the 76% level of Grade 3 parents listening to their child's writing.
- 62% of Grade 6 parents locally and provincially talk to their child about what he/she has written, compared to 78% of Grade 3 parents.
- 40% of HWDSB Grade 6 parents, compared to 42% provincially, encourage their child to do writing that is not part of his/her schoolwork. 56% of Grade 3 parents encourage their child to do writing outside of schoolwork.
- 56% of Grade 6 parents give their child ideas to improve what he or she has written, compared to 62% provincially. This figure also shows a decline from the level of support (64%) provided by Grade 3 parents.

Initial Observations and Recommendations: Writing (Grades 3 & 6)

Writing is an integrated activity that combines knowledge and skills in the four writing categories. The writer develops and communicates ideas and information for specific purposes and to specific audiences. Effective writing requires the use of an appropriate form, organizational structure, a variety of suitable writing techniques and the use of correct language conventions.

In the *Provincial Report on Achievement*, EQAO made some recommendations to school boards, teachers and parents. The specific recommendations that follow are based on patterns and trends in the HWDSB results, but also reflect the EQAO recommendations. School and board personnel will want to look at these recommendations in light of their own school and school board data and, where necessary, modify or add to them according to factors in their community.

NEW RECOMMENDATIONS

- That HWDSB allocate resources (human and material) for in-service sessions and workshops to support improved writing instruction and assessment.
- That the Board develop the Junior and Intermediate sections of the Literacy Guidelines to assist junior and intermediate teachers in improving writing instruction and assessment.
- That HWDSB personnel provide a variety of opportunities for junior and intermediate teachers to focus on teaching and assessing student learning in all the categories, but particularly in *Reasoning* and *Organization of Ideas* (e.g., in-services, teacher sharing sessions, etc.).
- That HWDSB provide sufficient resources (e.g., early intervention programs) to support the significant number of students achieving at Levels 1 and 2.
- That teachers focus their writing instruction and assessment more specifically on the overall and specific expectations for the grade they are teaching while ensuring they are implementing the continuum of writing skills development across grades and the stages of the writing process described in the *Ontario Curriculum*.
- That teachers focus on the stages of the writing process, particularly on the pre-writing and planning stages, teach students how to revise and edit independently and then provide opportunities for students to "publish" their writing in a variety of forms and formats.
- That teachers, working with their school administrator, recognize the cross-curricular nature of the writing program and embed writing and writing-process skills in writing activities in all subject areas.
- That junior and intermediate teachers reflect on instructional and assessment strategies in all categories since HWDSB Grade 6 results are below provincial results in all areas of writing, with a particular emphasis on *Reasoning* and *Organization of Ideas*.
- That schools offer parents strategies to support the development of their child's writing skills at home
- That parents take advantage of school/board sessions and strategies designed to improve their ability to support the development of their child's writing skills at home.
- That students increase their independence in terms of the writing process, particularly in revising and editing skills.

CONTINUED RECOMMENDATIONS

- That HWDSB personnel continue to provide a variety of opportunities for primary teachers to focus on teaching and assessing student learning in *Reasoning*, *Communication* and *Organization of Ideas* (e.g., in-services, teacher sharing sessions, etc.).
- That HWDSB personnel provide teachers with support to help ESL students in writing.
- That teachers refine their programs to promote growth in learning for students performing at Levels 1 and 2 who may be at-risk and require modifications and/or accommodations.
- That it is *particularly critical* to continue to consider learning needs of students in ESL programs and those receiving Special Education support when delivering programs.
- That parents of primary students continue to provide opportunities for writing outside of the school.
- That parents of junior and intermediate students increase the amount of time they spend talking to their child(ren) about what they have written and listening to their child(ren) read what they have written.
- That parents of junior and intermediate students encourage their child(ren) to engage in writing activities beyond those assigned in the classroom.
- That students increase the amount and variety of writing done outside the classroom.

PRIMARY OUTDOOR AND ENVIRONMENTAL EDUCATION PROGRAM

- To provide an integrated environmental program for classes of Elementary Students, Kindergarten and Primary Level.
- To provide opportunities to strengthen student awareness, knowledge, and understanding of the local environment. The program is intended to provide hands-on learning within the context of a natural environment, as a basis for establishing the basics and earliest framework for understanding the concepts of sustainability.
- To initiate an understanding of the earliest concepts of environment and sustainability
- Real, hands-on experience in a natural local setting, not normally experienced by students in city areas
- As a result, students will begin to understand the basic concepts of sustainability, based on program experience within the ecosystems explored
- Early positive connections with children and nature are the basis for understanding the notion of sustainability

Curriculum Focus:

Kindergarten:	Outdoor Exploration
Grade One:	Habitats of Plants & Animals
Grade Two:	Animal Habitats
Grade Three:	Plant Habitats

SCHOOL PARTICIPATION IN 1999 - 2000 SCHOOL YEAR

Number of Core-City Classes Requesting Programming:	96
Number of Core-City Classes Accommodated for Programming:	50
Total Number of Students Attending Programming:	1038
Number of Programming Days:	25
Number of Classes Per Day:	2

SCHOOL	NUMBER OF CLASSES
G.R. Allan	6
A.M. Cunningham	2
Viscount Montgomery	2
Sir Isaac Brock	2
W.H. Ballard	2
Parkdale	4
Memorial, City	2
King George	2
Hillsdale	2
Fairfield	2
Prince Phillip	2
Robert Land	2
Centennial	2
Queen Victoria	2
Woodward	2
Hess Street	4
Gibson	2
Strathcona	2
Roxborough Park	2
Elizabeth Bagshaw	2
J. Edgar Davies	2
Total Classes:	50

REGIONAL ENVIROTHON

- Ontario Envirothon is a **hands-on environmental education program** of the Ontario Forestry Association. (OFA).
- It seeks to raise awareness of environmental issues through **classroom study, field trips, an outdoor competition and oral presentation.**
- The outdoor competition tests the skills of each **five member Secondary School team** in the four core Envirothon subject areas: **aquatics, forestry, soils & wildlife in a special interest topic which changes yearly.**
- For this year, 2001, the topic is "**Urban Non-Point Source Pollution**"
- For this module, a resource package will be mailed to all schools participating, (the cost of \$53.50 will be covered through our grant)
- Costs for two field day practices and the one-day Hamilton-Wentworth Envirothon will be covered; (this includes student & teacher transportation from the school to our site, one supply teacher, lunch, instructors & materials required for the activities.
- The Hamilton-Wentworth Region's winning team will attend the **Provincial Championships held in Cornwall in May of 2001 and the winning Provincial team will compete at the National Envirothon in Mississippi, USA.**
- **A minimum of five participating schools** is required in order to establish a region. One school may send up to two teams with one teacher.
- We are permitted to invite other Boards and Private Schools in the area.
- Planning for this event is not a one-time opportunity. The Hamilton-Wentworth Region Envirothon, once established, has received a grant to continue this event for the next four years.

Teachers and Students of Integrated Environmental Science, Science & Geography Courses can benefit from this opportunity. While the Envirothon does not identify a specific grade, it seems to appeal to senior students because it challenges their ability to use all of their learning.

For more information you can visit the OFA website, www.oforest.on.ca

#7

MEMORANDUM

TO: Merv Matier, Director
FROM: Marguerite Botting, Superintendent of Instructional Services
DATE: 2000 12 07
RE: SECTION 19 YEAR-END REPORT

RECOMMENDATION:

Moved by _____ that the "Section 19 Year-end Report" be received for information.

The Section 19 Year-End Report is a method by which a support service can be accountable for its service to schools. The various tasks accomplished throughout the year are identified and are seen within the context or comparison of last year's work.

As with any limited human resource, each support service has continually prioritized needs and responses required. This is never done in isolation and has required much consultation with all stakeholder groups. Certainly, this has been difficult and department members have given unfailingly of their time, energy and expertise to provide as much support as possible to students, parents and staff. The leadership of the principal is the critical element through which many of the department's goals have been achieved.

:a

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
INSTRUCTIONAL SERVICES

SECTION 19

**YEAR-END REPORT
HIGHLIGHT SUMMARY**

1999-2000



SECTION 19

Section 19 of the General Legislative Grant Regulation deals with Special Education funding for young people whose circumstances preclude their attending a regular community school. Circumstances fall into three broad categories and may relate to:

Care: physical-medical issues

Treatment: behavioural-mental health issues

Custody/Corrections: custody-incarceration issues

Ministry of Education policy nominates that in a Section 19 partnership, the community agency providing services for such young people carries the primary responsibility for their well-being. Section 19 allows school boards to enter into annual legal agreements with such community agencies for the delivery of educational programming to this special student population. By definition, Section 19 pupils are not resident pupils of the board and do not generate residency-based grants. Grants for Section 19 programs come via a separate Section 19 funding envelope, which recognizes teacher salary and benefit, costs, a level of administrative costs and furniture, equipment and supply costs each year.

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD 1999-2000 SECTION 19 AGREEMENTS

September 1999: The Hamilton-Wentworth District School Board signed Section 19 partnership agreements with the following 11 community agencies:

- Big Sister Youth Services
- Cornerstone Youth Services
- Dawn Patrol Group Homes Inc.
- Family Services of Hamilton-Wentworth
- Hamilton East Community Services Corporation
- Hamilton Health Sciences Corporation
- Hamilton-Wentworth Detention Centre
- Hatts Off Specialized Services
- Lynwood Hall Child and Family Centre
- Salvation Army
- Woodview Children's Centre

November 1999: The agreement with Family Services of Hamilton-Wentworth was terminated by mutual consent when they divested themselves of the Northcrest Youth Centre in Greenville.

February 2000: Hamilton-East Community Services opened a new Treatment site, the William C. Bain Youth Centre in Stoney Creek and the Board entered into a Section 19 Agreement for academic program delivery.

Spring 2000: Lynwood Hall Child and Family Centre assumed ownership of the former Northcrest facilities and a new agreement was struck to re-establish Section 19 programming at that site.

In sum, a total of 19 separate agreements were signed for the delivery of programming in 1999-2000.

PROGRAM & STAFF 1999-2000

In 1999-2000 (September-June) we delivered Section 19 instruction in 42 partnership classrooms across Hamilton-Wentworth plus special 'outreach' elementary support in several community schools. Total staff was distributed as follows:

Teachers		
<u>Program</u>	<u>Elementary</u>	<u>Secondary</u>
Care	1	3
Treatment	6	11
Custody	Nil	24
Total	7	38

Total Teachers 45

In addition two Educational Assistants were assigned to Treatment Classes, 1.0 Elementary and 1.0 to Secondary.

1.0 Principal, 1.0 Consultant and 1.0 clerical member carried out Administrative and liaison functions.

STUDENTS SERVED IN 1999-2000

Our partnership agreements call for a range of 6-10 students per class. Numerous factors affect partnership intake numbers causing frequent fluctuations in enrollments, especially in Custody settings and in some Care settings. Throughout 1999-2000 all Custody sites experienced frequent student turnovers while Treatment classrooms remained relatively stable. The net result of such high student turnover is that our student numbers, when stated in full time equivalent terms (F.T.E), mask a much larger number of individuals actually served. See table below.

Number of Students Served 1999-2000

Category	FTE Students	Individuals Served
Care		
Elementary	8.5	240
Secondary	23.5	162
Treatment		
Elementary	45	65
Secondary	79	109
Correction		
Secondary	188	1400
Total	344	1976 *

Throughout 1999-2000 all partnership Treatment programs and the Care program for pregnant teens had waiting lists for potential clients seeking therapeutic services.

* Note: Students in Custody programs are assigned to their locations by the courts, and often originate from outside Hamilton-Wentworth. This is also true for some students in Treatment assigned by Social Services and Children's Aid. In addition, some students are from the Hamilton-Wentworth Catholic District School Board.

STUDENT ACHIEVEMENT 1999-2000

Year-end reports for each Section 19 location detail student academic achievement. When aggregated, these site reports reveal that a total of 506 full credits and 639 partial credits were achieved at the Secondary level in 1999-2000. The same reports indicate that the majority of our Section 19 elementary students achieved significant improvements in literacy and numeracy skills. In some cases full year improvement in grade levels were achieved.

REINTEGRATION TO COMMUNITY SCHOOL SETTINGS

In 1999-2000, 18 Section 19 students were reintegrated on a partial basis back into community schools and 10 students were fully reintegrated into Board schools. The Section 19 Outreach team based at Lynwood Hall played a lead role in facilitating reintegration for elementary students. Nearly all reintegration was from Treatment and Care programs. Custody/Correctional settings present major systemic barriers to successful reintegration at this time.

SUMMER PROGRAMS 1999-2000

Since 'Custody' arrangements are continuous, our Section 19 custody classes also operated throughout July and August but on a slightly reduced basis. In the summer of 2000, 22 classes operated in 8 sites for a total of 38 days. Approximately 275 students were served and 123 credits (full and partial) were awarded. The emphasis was on maintaining a seamless 12-month program delivery at our Custody sites.

INITIATIVES AND HIGHLIGHTS OF 1999-2000

A: Partnership Related

- Continued development of 'functional partnerships' through expanded communications and 1:1 contact at all levels.
- The establishment of a Senior Managers Consortium with all 'Treatment' partners and a regular schedule of joint meetings
- Continuation of regular operations/program review meetings with all program partners throughout the academic year.
- Continued practice of site/program/class year-end review meetings with year-end reports for each classroom.

B: Staff Related

- Emphasized and encouraged professional development for all Section 19 teachers through attendance at conferences, system in-services and training courses, external courses/additional qualifications, partnership facility Professional Development (P.D) programs and in-house Section 19 P.D programs e.g. Police Department Gang/Drugs seminar for all Custody site teachers, Preventative Management for Aggressive Behaviour (P.M.A.B) training for Treatment staff etc.
- Shared 'best practice' examples between Section 19 teachers in focussed Treatment-team meetings and monthly general-staff meetings
- Established informal mentoring for new staff
- All staff developed, implemented and revised personal growth plans
- Several Section 19 staff shared their expertise in working with high needs students with system-wide teachers of children with behavioural-exceptionalities as well as with system resource teachers.
- Staff "team-building" through joint projects, professional sharing, special social activities, and through programmed opportunities for informal dialogue at all Section 19 meetings was a major focus to help counter balance the geographic isolation of most Section 19 teachers.

C: Curriculum Program Related

- On-going liaison through Section 19 Consultant with system/ministry initiatives related to the new curriculum (elementary) and in-services relevant to Section 19 classes.
- On-going liaison through Section 19 Principal with system/ministry initiatives related to Secondary School Reform and in-services relevant to Section 19 classes.
- Expansion of Secondary School course offerings at selected sites e.g. Physical Education, Personal Life Management, Music and Biology
- Continued to foster sharing of curriculum developed within Section 19.
- Received selected course outlines and support materials from system schools shared through goodwill of staff.

D: General Operations

- Whole staff meetings held once per month September to June.
- Treatment staff meetings held once per month September to June.
- Advisory Council Meeting held every other month September to June.
- Program/site meetings held 3-4 times per year at all sites.
- Major year-end report/site meetings held at each classroom in June
- Other 'student related' program review meetings held 3-4 times/year and attended by relevant teachers and Section 19 Co-ordinator
- IPRC meetings held as required
- Superintendent Marguerite Botting visited every Section 19 classroom throughout the year
- Reorganization of Education Centre space aligned Section 19 in same area with Special Education Consultants for co-ordination purposes. This has proven to be a win-win situation for both groups.
- Clerical support has been required on a full-time basis given the size of the Section 19 programs and the amount of records management, budget management and general correspondence/report work required.

E: Community Involvement

- Through our 'Grace Haven' classes (Section 19 site for pregnant teens) we are involved with the community-based 'Pregnant and Parenting Teens Network' as well as with COMSOC's Learning, Earning and Parenting (L.E.A.P) initiatives in both working committee and advisory roles.
- Through our liaison with Dawn Patrol Group Homes we began discussions in the Spring of 2000 regarding potential co-operation/partnership around an alternative to suspension and a bridge school for discharged young offenders from our Section 19 custody classes.
(This exploratory dialogue has continued into the Fall of 2000)

F: Information and Public Relations

- Printed and distributed over 300 copies of the annual Section 19 programs booklet.
- Printed and distributed over 300 copies of 6 panel Synoptic Brochure on Section 19
- Gave A.V. presentation on Section 19 programs first shown to Trustees May 1999 to the following groups in 1999-2000:
 - Secondary Principals/Vice-Principals
 - Elementary Principals/Vice-Principals
 - System Behavior (BE) class teachers
 - System Resource teachers
 - Instructional Services Staff
 - Special Education Advisory Committee (S.E.A.C)
- Presented display and distributed literature to general public at the I.E.C Partnership Breakfast, Fall, 1999.
- Showed Section 19 all-programs display in foyer of Education Centre, Spring, 2000.
- Held open house at Lynwood Hall Section 19 programs, spring 2000.

- Made presentation on Section 19 programs to Faculty of Education at University of Western Ontario. (Presenter was Section 19 teacher supported by Section 19 Consultant)
- Spring 2000, began filming for the creation of a Section 19 information video. (This project is still underway)

G: Provincial liaison

- Administrative staff attended Central Ontario Section 19 Administrators Regional meetings plus two Special Education Regional Meetings
- Both administrative staff and several teachers established/extended liaison with other provincial Section 19 personnel through functions sponsored by the Ontario Association for Students at Risk (OASAR).
- Hosted visits from other Boards (e.g. Peel, Niagara) to view our Section 19 programs on recommendation of the Ministry of Education to our visitors.

H: Ministry Related

- We appealed Ministry's original assignment of Section 19 funds for 1999-2000 in September 1999. Received minor additional funding for one Educational Assistant December 1999.
- Have continued to work closely with Ministry program staff responsible for Special Education and Section 19 on the need for updating funding formula for the operation of Section 19 programs.
- Ministry program staff moved to have province-wide monitoring of Section 19 programs in calendar year 2000 to establish basis for funding and delivery review. Half of our programs were monitored in spring and summer of 2000. (Balance done, Fall 2000)
- Ministry continued to see our programs as demonstration programs for other Boards to view.

INITIATIVES AND CHALLENGES FOR 2000-2001

- We need to continue to find ways to augment inadequate classroom furniture, equipment and supplies grants. (E.g. donations of computers from outside sources, use of surplus system furniture etc.)
- Secondary School Reform presents a major challenge for the creation of appropriate curriculum materials suitable for use with our mobile student populations.
- The need for practical Staff Development and support is an on-going function of the geographic isolation of most Section 19 teachers.
- The need for stabilized clerical support continues to grow as the demand for such service increases with program complexity and growth.
- Succession planning for the administrative function in light of expected retirement of present Section 19 Consultant.
- Current initiative by Regional COMSOC office to flow all day treatment referrals through newly, established 'Contact Hamilton-Wentworth' organization presents major logistical problems for our Section 19 partnerships with local COMSOC funded Treatment agencies.
- Continued need to increase awareness and understanding of Section 19 programs by the rest of the HWDSB staff.
- On-going partnership need to increase the Hamilton-Wentworth Community's capacity to provide adequate day-treatment services for school age children.

#8

The Hamilton-Wentworth District School Board

Memorandum

To: Merv Matier, Director of Education
From: Elizabeth Bond, Superintendent of Education
Date: December 7, 2000
Subject: 2000 Summer School Pilot Program Report:
Student Transitional Education Program (S.T.E.P.)

Recommendation:

It was moved by _____ that the 2000 Summer School Pilot Program Report (STEP) be received for information.

Background Information

In August 2000, the Hamilton-Wentworth District School Board provided a pilot 30-hour summer school program for "at-risk" grade 8 to 9 students in 6 secondary schools (Appendix I). The program was designed to provide a head start for "at-risk" students in their new school. The students who participated in the program were recommended by their elementary school principal and with their parents made application to attend. The programs were staffed with secondary teachers in accordance with a Memorandum of Agreement between The Hamilton-Wentworth District School Board and O.S.S.T.F., District 21. Funding for program instruction and supervision was provided through Ministry of Education Continuing Education Grants designated to help students improve their literacy and numeracy skills to meet the standards of the new Ontario curriculum.

Curriculum was prepared by a writing team of four classroom teachers to address the needs of Student Transitional Education Program (S.T.E.P.) students. In order to help these students in the transition to high school, opportunities were provided for review of essential learnings in English and Mathematics as well as the critical expectations in secondary school. (Appendix II)

In order to determine the effectiveness of the Student Transitional Education Program (S.T.E.P.) project, all stakeholders (students, parents, and teachers) had the opportunity to evaluate the program. On the last day of the program, students were asked to complete an anecdotal evaluation. Questions and sample responses are included in Appendix III. In the weeks following the program both parents and teachers were asked to complete an evaluation (Appendix IV and V). In addition, early in September, the teachers of the program and the curriculum writers met together to discuss the curriculum. Based on this discussion, additions and revisions will be made to the curriculum prior to its use in future S.T.E.P. Programs.

In reviewing the responses from all stakeholders, there is strong indication that this pilot project was successful in supporting these "at-risk" students in preparation for grade 9. However, the pilot schools will be continuing to monitor the progress of these students as they continue their Grade 9 year to determine the longer-term effects and gather baseline data for future comparisons.

Program Evaluation

While there is still much to be done to support higher student achievement for students moving from grade 8 to 9, the summer school pilot project was helpful in determining some key factors to be considered as we plan for future summer programs for young adolescents.

What Worked Well

The participating secondary summer school teachers attributed much of the success of the program to:

- ... the time (August rather than July)
- ... the location (at the students' destined secondary schools)

Other factors which served to maximize student attendance, punctuality and motivation included:

- ... the clearly defined criteria for student eligibility, parent support and expectations of participating students
- ... the clearly laid out curriculum and lesson plans, developed by Hamilton Wentworth District School Board teachers who had elementary experience and had taught the new grade 9 curriculum
- ... orientation and in-service for the participating teachers prior to beginning the summer school program

What Needs to Change

Funding for the summer school pilot program was provided through Ministry of Education Continuing Education Grants. Continuing Education grants, as they currently exist, require a classroom model that starts with an average of approximately one teacher per 25 students and leave little room for flexibility due to the method of calculation based on average daily attendance.

Consequently, while the funding enabled us to provide an educationally sound program for a particular group of "at risk" students, we were unable to extend the program to meet the needs of other students with higher and more specific learning needs. For example, we were able to provide effectively for most students whose achievement was at level 2 and who did not require other than classroom teacher assistance in a classroom of 25/1. However, were unable to develop a program within the current funding model to provide for students who require educational assistance or other educational supports in their current day school programs. In addition, the current funding model does not provide for specific curriculum development for these programs nor for teacher in-service.

Therefore, although the Ministry grant money has been made available to support higher student achievement, there is a need to provide more flexibility to use this money if we are to expand these types of programs to benefit more students in the system.

Appendices

Appendix I	Facts and Figures
Appendix II	Curriculum
Appendix III	Student Evaluation
Appendix IV	Parent Evaluation
Appendix V	Teacher Evaluation

**Student Transitional Education Program
(S.T.E.P.)****Facts and Figures**

- 124 student participants
- 6 schools represented
- 30 hours of instruction
- Program duration – 7 to 10 days
- One program administrator

Participating Schools

Glendale Secondary	15 students
Hill Park Secondary	32 students
Sherwood Secondary	12 students
Sir Allan McNab Secondary	20 students
Sir John A. Macdonald Secondary	20 students
Sir Winston Churchill Secondary	25 students

Student Transitional Education Program (S.T.E.P.)

CURRICULUM

Curriculum Focus

- To provide a head start for the "at risk" student
- To provide opportunities to review essential learnings in English and Mathematics as well as understand critical expectations in secondary school

Curriculum Elements

Introductory Lesson: Setting the Stage

- "Getting to Know You" activity
- Orientation to the school environment
- Mathematics Activity
- Group problem solving activity
- How to use a personal organizer

Learning Strategies

- Notebook and Note-taking Skills
- Learning Skills
- Study Skills
- Learning Needs (learning style)

English (8 lessons)

- Novel Study That Was Then, This Is Now
- Creating a story map
- Independent Novel Study activity

Mathematics (8 lessons)

- Integers
- BEDMAS
- Graphing
- Fractions
- Equation manipulation
- Word Problems

Student Transitional Education Program (S.T.E.P.)

Student Evaluation Responses

1. What skills did you improve through participation in the S.T.E.P. program?

- "Time Management"
- "Reading and Math"
- "Math and English"
- "All of my problems...I'm ready to take on high school"

2. How will this program help you when school starts next week?

- "I have a better understanding of what I'm doing"
- "I'm used to thinking again"
- "It taught me things I forgot over the summer"
- "It helped me get in the habit of studying"

3. What could have been added to the program to help you in Grade 9?

- "They could have added French"
- "Science. I'm o.k. in Science, but I could use more help"
- "History, Science and French"
- "Nothing. I really liked it"
- "Pay us 20 bucks a day to come to class"

4. Write down one new or helpful thing you learned in *English*.

- "How to write a five sentence paragraph"
- "reading" "spelling"
- "nothing" "everything"
- "I learned how to graph a story"
- "I knew everything already!"

5. Write down one new or helpful thing you learned *Mathematics*

- "I understand fractions now"
- "I learned BEDMAS" "exponents"
- "I learned more about integers"
- "Nothing. I knew everything already"
- "Everything. Now I'm ready for grade nine"

Student Evaluation Responses cont'd

6. Write down one new or helpful thing you learned about *learning skills*

- "We learned how to take notes and study"
- "I learned how to plan my work"
- "Partnership" "Working with others"
- "Better ways to study"
- "How to get my homework done"
- "Nothing" "Everything"

7. What are three things you plan to do that will help you to be successful in your new school?

- "Set my school goals first" "Try my best"
- "Get my homework done" "Be on time"
- "Study, study, study!"
- "Keep organized" "Keep up my notes"
- "Ask the teacher for help" "Listen"
- "Take time and pride in my work"

8. Would you recommend this program to your friends?

YES	82%
NO	16%
NO RESPONSE	2%

- | | |
|--|---|
| • "Yes, because it was helpful" | • "No, because they won't listen" |
| • "Yes, because it is a good way to learn more and it was fun" | • "No. They would rather be doing other things" |
| • "Yes, so they can get extra help" | • "No, because my friends hate school" |
| • "Yes, it takes the stress out of high school" | • "It was boring and way too hot" |
| | • "My friends are smart" |

Student Transitional Education Program (S.T.E.P.)

Parent Evaluation Responses

1. Reflecting on conversations you had with your son/daughter, how would you rate S.T.E.P.?

Excellent	42%	Good	50%
Satisfactory	6%	Poor	2%

2. One of the goals of the S.T.E.P. program is to ease the transition into secondary school. This includes helping students to develop self confidence and some comfort level with their new school. Please evaluate the program in this regard.

Excellent	50%	Good	42%
Satisfactory	6%	Poor	2%

3. In order to ensure success in secondary school, students must develop effective time management, personal organization and study skills. Rate S.T.E.P. based on the growth you have seen in this area.

Excellent	14%	Good	53%
Satisfactory	31%	Poor	2%

4. The Hamilton-Wentworth District School Board program is unique because it scheduled this program or the last two weeks of August. How would you rate the timing of this program?

Excellent	62%	Good	28%
Satisfactory	8%	Poor	2%

5. Another unique feature is that the program is located at a student's home school rather than at satellite campuses around the district. How would you rate the importance of having the program at the student's home school?

Excellent	92%	Good	4%
Satisfactory	4%	Poor	0%

Parent Comments

- "I think it was wonderful. It sure helped my daughter. Thank you so much"
- "My hat off to the teachers. My daughter learned a lot due to the fact the teachers were great"
- "S.T.E.P. should be available to all students"
- "Thank you for doing this...it helped a lot"
- "The transition to grade nine has been far less stressful for both of us"
- "A great idea! How about a program like this for students in all grades?"

Parent Concerns

- "More information in advance would have helped i.e. Hours of attendance, supplies needed, etc."
- "A one week program may be better"
- "Give students a weeks break prior to the start of school"
- "Improved communication between the parent and school would be beneficial"

Student Transitional Education Program (S.T.E.P.)

Teacher Evaluation Responses

1. How would you rate S.T.E.P.?

Excellent	60%
Good	40%

2. One of the goals of the S.T.E.P. program is to ease the transition into secondary school. This includes helping students to develop self confidence and some comfort level with their new school. Please evaluate the program in this regard.

Excellent	60%
Good	40%

3. In order to ensure success in secondary school, students must develop effective time management, personal organization and study skills. Rate S.T.E.P. based on the growth you have seen in this area.

Excellent	20%
Good	60%
Satisfactory	20%

4. The Hamilton-Wentworth District School Board program is unique because it scheduled the program for the last two weeks of August. How would you rate the timing of this program?

Excellent	80%
Good	20%

5. Another unique feature is that the program is located at a student's home school rather than at satellite campuses around the district. How would you rate the importance of having the program at the student's home school?

Excellent	100%
------------------	-------------

Teacher Comments

"This program did wonders for their attitude!"

"I would love to do this again"

"The kids come in to visit me...we have a special bond now"

11

The Hamilton-Wentworth District School Board

M e m o

Approved for distribution
by the Director.
Signature: Merv Matier
Date: Nov 30 / 2000

To: Merv Matier, Director of Education and Secretary
From: Don Grant, Superintendent of Business and Treasurer
and
Deborah Russon, Manager, Human Resources
Date: December 1, 2000
Re: Staffing Report – Full-Time Equivalent Positions

Recommended Action:

Moved by: _____

That the November, 2000 Staffing Report regarding Full-Time Equivalent Positions be received for information purposes.

Rationale:

Please refer to the attached Staffing Report regarding Full-Time Equivalent Positions which includes information as at the end of November, 2000.

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD													
STAFF REPORT - FULL TIME EQUIVALENT POSITIONS													
2000 ACTUALS													
	JAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	2000/2001 Approved Budget
Teachers - Elementary	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,035.60	2,011.30	2,073.70	2,073.70		2,075.00
Teachers - Secondary	1,206.75	1,216.26	1,216.26	1,216.26	1,217.26	1,217.26	1,217.26	1,217.26	1,243.34	1,243.34	1,243.34		1,247.00
Teacher Assistants	375.00	376.50	380.50	380.00	380.00	380.00	380.00	380.00	392.00	420.00	420.00		421.50
Professionals & Paraprofessionals	117.80	117.80	117.80	117.80	117.80	117.80	118.80	118.80	116.80	116.80	117.30		117.30
School Administration	409.93	409.93	409.93	409.93	409.93	409.93	409.93	409.93	411.93	411.93	411.93		410.93
Consultants & Special Assign. Tchrs.	29.60	29.60	29.60	29.60	29.60	29.60	29.60	29.60	33.00	34.00	34.00		34.00
Board Administration & Governance	151.00	151.00	151.00	151.00	151.00	151.00	151.00	152.00	152.00	152.00	152.00		152.00
School Operations	471.75	471.75	471.75	471.75	475.75	475.75	475.75	475.75	481.75	481.75	481.75		480.88
Continuing Education	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87	4.87		4.87
Transportation	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	1.25	2.25		2.25
Total Full Time Equiv. Positions	4,803.55	4,814.56	4,818.56	4,818.06	4,823.06	4,823.06	4,824.06	4,825.06	4,848.24	4,939.64	4,941.14		4,945.73
Staff on Loan (recoverable)	21.67	22.33	22.83	22.83	22.83	22.83	22.83	22.83	16.38	17.38	17.38		

111

CA3 ON HW W26

A33E

2000

ADDITIONAL
INFORMATION FOR
THIS EVENING'S
MEETING OF THE
EDUCATION COMMITTEE

URBAN MUNICIPAL

JAN 29 2001

GOVERNMENT DOCUMENTS

Open Agenda

CORRESPONDENCE:

12. (a) Re Make-up time for lost instructional days

Please add this information to your agenda package.

EDUCATION COMMITTEE

2000 12 07

12 (a)

Reg Woodworth
Chairman of the Hamilton-Wentworth District School Board
Nov 29, 2000

Dear Mr Woodworth

Re: Make-up time for 13 instructional days missed during teacher lock-out strike

As a mother of three boys currently at Alan A. Greenleaf School; this letter is to share my concern over the missing 3900 instructional minutes and to provide in writing some solutions to recapture some of the days. This letter is further to conversations with yourself and the Education Officer, Craig Sheswell to gain an understanding of possible solutions to meet the student's needs.

First of all, it would not be acceptable if both the board and the teachers choose not to recapture a significant portion of the student's learning time in the classroom. Although 17 days were missed, 1 day was P.A. day(non-instrutational) with 3 P.A. days converted to teaching days, there remains 13 days

The following solutions are offered under the pretext that

1. 3900 minutes of student learning in the classroom is important
2. that teachers be compensated for the make-up time
3. 50% + 1 day be recovered as a minimum standard
i.e. 6 days + 3 days = 9 days recovered from 16 days missed

Solution #1

Students go to school 1 Saturday per month for 6 months from Jan. til June 2001.

or

Solution #2

Students go to school for extra minutes per day X a set number of days

e.g. 20 minutes extra X 90 days or some other configuration

Note: the current collective agreement defines the instructional hours to 300 minutes per day. However, if the school days is extended in a new contract, the teachers would not receive compensation for the extra make-up time. Therefore, a sunset or time-limited clause would need to be supported by the board and introduced as legislation to exist along side the current M.O.E. mandate. This clause would state dates to be in existence, purpose and re-definition of payment of the school day to allow teachers to be compensated for the 6 days. Payment could be paid as a single extra day per month X 6 months to keep the paperwork as simple as possible.

Other considerations:

Transportation

-additional busing costs or possibly parents could provide transportation if the M.O.E. is not forthcoming with additional transportation money

Support Staff

-which staff is deemed necessary for school opening on Saturday which would have a cost
-if school day is "lengthened" how does this affect support staff responsibilities Mon-Fri.

**URBAN
MUNICIPAL**

CAS ON HW W26

A352

2000

THE HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

**SPECIAL MEETING OF THE
EDUCATION COMMITTEE**

DECEMBER 14, 2000

6:00 p.m.

A G E N D A

6:00 p.m.

1. Call to Order
2. Approval of Agenda

E. Johnstone

ACTION ITEMS:

3. Appeal to the Ministry re Funds for Lost Instructional Time

URBAN MUNICIPAL

JAN 23 2001

GOVERNMENT DOCUMENTS

The following action was taken at the December 7, 2000 meeting of the Education Committee.

5. Appeal to the Ministry re Funds for Lost Instructional Time

It was moved by R. Woodworth: That the following motion be tabled:

It was moved by L. Orban: That a letter be sent to the Minister of Education requesting additional funding for increased instructional time.



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